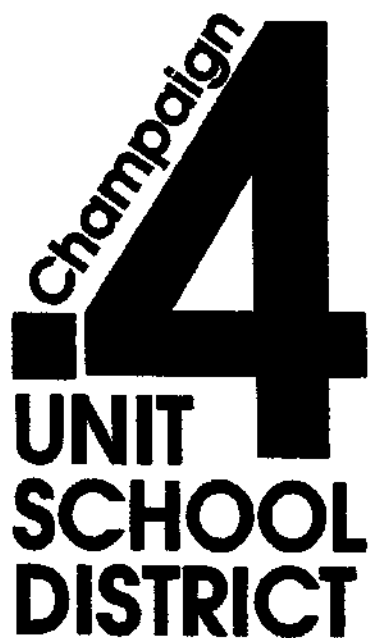


# **Exhibit D**

# **Champaign Community Unit School District #4**



## **APPRAISAL OF CAMPUS LEVEL ADMINISTRATORS**

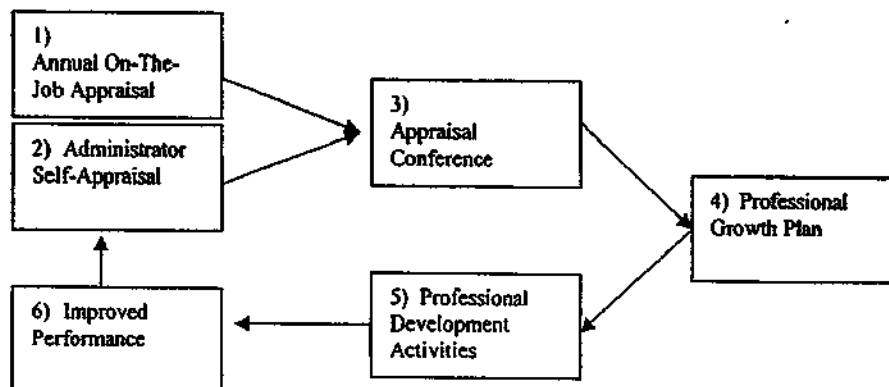
## CAMPUS ADMINISTRATOR APPRAISAL PROCESS

### INTRODUCTION

1. A necessary part of continued professional growth is the periodic assessment of the campus level administrator.
2. To be effective, an appraisal system should have the following components:
  - a. A written appraisal procedure that defines the structure of the evaluation, including timelines, procedures, evaluation criteria, and the appraisal instrument.
  - b. An appraisal instrument based on the administrator's job description.
  - c. An administrator's self-appraisal through which the administrator can identify his/her strengths, weaknesses, and future goals.
  - d. A conference between the supervisor and administrator during which the administrator's accomplishments are acknowledged, skill areas needing improvement are discussed and recommendations for improvement are presented.

### APPRAISAL CYCLE

The following diagram illustrates the main components of the administrator's appraisal process:



1. **Annual On-The-Job Appraisal:** This step involves an examination of the administrator's performance as compared with the expectations for each performance indicator in the job description.
2. **Administrator Self-Appraisal:** The administrator appraises his/her own strengths in order to set personal professional growth goals.
3. **Appraisal Conference:** At the end of the appraisal period the supervisor conducts a conference with the administrator to discuss his/her appraisal of his/her performance.

4. **Professional Growth Plan:** The administrator utilizes the appraisal of his performance by the supervisor and the self-assessment evaluation to develop a professional growth plan.
5. **Professional Development Activities:** Professional development activities appropriate to the need defined in the plan are carried out (example: graduate courses, seminars, workshops, and conferences).
6. **Improved Performance:** The final outcome of an effective appraisal process should be improved on-the-job performance and general improvement in leadership and management skills.
  - a. **The supervisor will appraise the administrator by:**
    - i. Rating the performance of the administrator as: 1) *Meets Expectations*, 2) *Exceeds Expectations*, 3) *Unsatisfactory*, or 4) *Not Applicable*, on each of the indicators for rating each criteria and for each domain.
    - ii. Meeting with the administrator to discuss his/her evaluation of the individual's job-related performance and his/her *Self-Appraisal Instrument*. The administrator's accomplishments should be acknowledged, areas needing improvement discussed, and recommendations for improvement presented.
    - iii. Discussing the recommendation for extension of the administrator's contract.

#### Evaluation Timeline

Self Appraisal and approval of goals.	November 15
Appraisal conference if the administrator will not be renewed.	March 15
Appraisal conference for administrators who are being renewed.	June 1

CHAMPAIGN COMMUNITY UNIT SCHOOL DISTRICT #4  
Champaign, Illinois

**Campus Administrator's Performance Appraisal—Summary Evaluation Report**

Name: \_\_\_\_\_

Position: \_\_\_\_\_ Principal \_\_\_\_\_ Assist. Principal \_\_\_\_\_ Dean \_\_\_\_\_ Building/Location: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date of Review: \_\_\_\_\_

Appraisal Period—From: \_\_\_\_\_ To: \_\_\_\_\_

**Directions**

The following statements describe the successful campus administrator. Based on cumulative performance information, the evaluator estimates this individual's effectiveness in meeting each criterion. Rate each criterion using the scale below that most closely describes this individual's attainment of that criterion. For each domain, a comment area is provided for general statements and/or recommendations.

**Rating Scale**

M = Meets Expectations  
E = Exceeds Expectations

U = Unsatisfactory  
N/A = Not Applicable

<b><u>RATING SCALE</u></b>	<b><u>PERFORMANCE CRITERIA</u></b> (Refer to behavior indicators for rating each criteria)	<b><u>COMMENTS</u></b>
	<b>DOMAIN I OVERALL RATING</b>	
	<b>I. INSTRUCTIONAL MANAGEMENT</b>	
	1. Supervises the school's instructional program and monitors development of district curriculum.	
	2. Facilitates the sharing of information with teachers on matters affecting the needs, interests, and achievements of students.	
	3. Works with the curriculum staff to initiate, design, and implement programs to meet specific needs of the school and assists in the development, revision, and evaluation in the district's curriculum.	
	4. Implements and documents the initiatives outlined in the Instructional Effectiveness Accountability Guide.	
	5. Establishes and maintains an effective learning climate in the school.	
	6. Supervises and evaluates the school's extracurricular program.	
	7. Fosters collegiality and team building among staff.	
	8. Assumes responsibility for the implementation and observance of all Board policies and regulations by the school's staff and students.	
	<b>DOMAIN II OVERALL RATING</b>	
	<b>II. PERSONAL LEADERSHIP SKILLS</b>	
	1. <i>Problem Analysis:</i> Finds relevant data and analyzes complex information; searches for information with a purpose.	
	2. <i>Judgment:</i> Reaches logical conclusions; identifies educational needs and setting priorities; evaluates written communications.	

	3. <i>Organizational Ability:</i> Plans, schedules and directs work of others; knows and uses resources; knows how to handle great and competing demands on one's time.	
	4. <i>Decisiveness:</i> Recognizes when a decision is required and acts efficiently and effectively.	
	5. <i>Personal Leadership:</i> Directs and influences the actions of others in the organization; exercises responsible authority.	
	6. <i>Sensitivity:</i> Perceives needs, concerns, and personal problems of others; resolves conflicts; exercises tact and tolerance in dealing with people from different backgrounds.	
	7. <i>Stress Tolerance:</i> Performs under pressure and during opposition; thinks on one's feet.	
	8. <i>Oral Communication:</i> Gives clear oral presentation of facts or ideas.	
	9. <i>Written Communication:</i> Expresses ideas clearly in writing and writes appropriately and accurately for a variety of audiences.	
	10. <i>Range of Interests:</i> Competently discusses a variety of subjects in one's professional field; participates in events and activities at the building, district, and state levels.	
	11. <i>Educational Values:</i> Possesses and articulates a well-reasoned educational philosophy; exhibits behavior that emphasizes the value of education.	
	12. <i>Ethics:</i> Conforms to accepted professional standards of conduct. Observes professional ethical standards in accordance with generally accepted community standards and the Board of Education policy.	
	13. <i>Student/Staff Morale:</i> Discerns levels of morale and acts accordingly.	
	14. Keeps abreast of changes of developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.	
	15. Uses information and insights provided through assessment instruments, the district appraisal process, evaluative feedback from supervisors, and professional development programs to improve performance.	
	<b>DOMAIN III OVERALL RATING</b>	
	<b>III. SCHOOL/ORGANIZATIONAL IMPROVEMENT</b>	
	1. Works with the curriculum staff to initiate, design, and implement programs to meet specific needs of the school.	
	2. Determines and builds a common vision with staff for school improvement; directs planning activities and implements programs collaboratively with staff to ensure attainment of school's mission. Encourages active involvement in the decision process among staff.	
	3. Communicates and promotes expectations for high performance from staff and students; recognizes excellence and achievement.	
	4. Leads a collaborative process to develop school performance objectives involving staff, parents, and community members.	
	5. Implements interventions to reduce unwarranted disparities in placement of students into gifted and talented, special education, and alternative school programs.	
	6. Effectively utilizes services of system wide administrators.	
	7. Infuses goals of the Consent Decree and related documents into school improvement efforts.	

	<b>DOMAIN IV OVERALL RATING</b>	
	<b>IV. PERSONNEL MANAGEMENT</b>	
	1. Plans, directs, and supervises activities of all professional, paraprofessional, and support personnel employed in the school.	
	2. Interviews, selects, and orients new staff.	
	3. Defines expectations for staff performance regarding instructional strategies, classroom management, and communication with the public.	
	4. Observes employee performance, records observations, and conducts evaluation conferences with all staff.	
	5. Makes recommendations relative to personnel placement, transfer, retention, promotion, and dismissal.	
	6. Confers with staff regarding their professional growth; works jointly with them to develop and accomplish improvement goals.	
	7. Facilitates effective and timely resolutions to conflicts.	
	8. Recruits, hires and retains a diverse teaching staff.	
	9. Attends regular meetings of the Superintendent's staff and serves actively to improve communication, cooperation, and planning.	
	<b>DOMAIN V OVERALL RATING</b>	
	<b>V. STUDENT MANAGEMENT</b>	
	1. Communicates expectations for student conduct.	
	2. Maintains high standards of student conduct and enforces discipline as necessary, according to the due process rights of students and within the guidelines established by the Board of Education.	
	3. Effectively implements attendance improvement initiatives.	
	4. Supervises the maintenance of accurate records on the progress and attendance of students.	
	5. Implements appropriate interventions to eliminate unwarranted disparities in discipline referrals, suspensions and expulsions.	
	6. Assists in the development and implementation of student and classroom plans.	
	7. Assists in the development and implementation of the PBIS system at the district and building level.	
	8. Interacts productively with staff for effective student management.	
	9. Responds appropriately to students' academic needs.	
	10. Understands and responds to students' individual and social needs.	
	11. Complies with all federal, state, and local regulations and procedures regarding student welfare.	
	12. Willingly assumes responsibilities for evening and weekend activities.	
	13. Administers weekend and evening duties in an appropriate manner.	
	14. Establishes and promotes appropriate activities for the maximum involvement of all students.	
	15. Models support for the goals of the Consent Decree and related documents.	
	<b>DOMAIN VI OVERALL RATING</b>	
	<b>VI. SCHOOL/COMMUNITY RELATIONS</b>	
	1. Articulates the school's mission to the community and solicits its support in realizing the mission.	
	2. Demonstrates awareness of school/community needs and initiates activities to meet those identified needs.	

	3. Uses appropriate and effective techniques for community and parent involvement.	
	4. Supports the Superintendent in his overall administrative efforts, interprets his ideas and decisions to the staff and public, keeps him informed of pertinent school developments and events, and seeks his/her counsel or decision as necessary.	
	<b>DOMAIN VII OVERALL RATING</b>	
	<b>VII. ADMINISTRATIVE FISCAL/FACILITIES MANAGEMENT</b>	
	1. Develops budgets based upon program needs, estimated enrollment, personnel, and other fiscal needs; implements programs within budget limits; maintains fiscal control; accurately reports fiscal information.	
	2. Prepares or supervises the preparation of reports, records, lists, and all other paperwork required appropriate to the school's administration.	
	3. Assumes responsibility for maintenance, safety, and administration of the school plant.	
	<b>DOMAIN VIII OVERALL RATING</b>	
	<b>VIII. ACADEMIC EXCELLENCE PERFORMANCE INDICATORS*</b>	
	1. ISAT scores/PSAE scores.	
	2. ACT scores.	
	3. Stanford scores.	
	4. High school graduation rate.	
	5. Percent of students enrolled in Level III, AP classes, and/or PreAP classes.	
	6. Percent of average daily attendance by subgroup.	
	7. Annual dropout rate.	
	8. Percent of seniors meeting NCLB recommended graduation requirements.	

\*All data will be disaggregated by student groups.



## SUMMATION

Directions: This section is to be used to comment on overall performance. The comments given should indicate whether or not the overall performance meets expectations. These comments should identify areas of strength and those in need of remediation, if necessary.

Date of Summative Conference: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

(Indicates Receipt)

**CHAMPAIGN COMMUNITY SCHOOLS UNIT DISTRICT #4**

**ADMINISTRATOR'S SELF-APPRAISAL**

Name: \_\_\_\_\_ Assignment: \_\_\_\_\_

1. What do you consider your most significant accomplishments during the last school year/first quarter of the current school year?

2. Identify areas that you feel were not accomplished during the past school year/first quarter of the current school year and the factors that you feel prevented completion.

3. List below those duties and responsibilities that you believe you should give more concerted attention during the coming year.

4. Establish 3-5 major goals that you expect to achieve during the current school year. Describe how you will measure these goals.

Evaluator's Signature: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# **Exhibit E**



# Illinois State Board of Education

Governor Rod Blagojevich

Jesse Ruiz, Board Chair

Dr. Randy J. Dunn, Superintendent

09-010-0040-26-2027 CHAMPAIGN CUSD 4

VERNON L BARKSTALL ELEMENTARY SCH

## 2006 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/22/06 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	Yes
Is this school making AYP in reading?	Yes
Is this school making AYP in mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
2006-07 Federal Improvement Status	
2006-07 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		67.0	
ALL	100.0	Yes	100.0	Yes	80.2		Yes	93.4		Yes	95.1	Yes		
White	100.0	Yes	100.0	Yes	91.8		Yes	99.0		Yes				
Black	100.0	Yes	100.0	Yes	56.1		Yes	86.0		Yes				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes										

Four conditions required for making Adequate Yearly Progress (AYP) are:

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
3. For schools not making AYP solely because the IEP group fails to have 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2005.

\*\* Safe Harbor Targets of 47.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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# Illinois State Board of Education

Governor Rod Blagojevich

Jesse Ruiz, Board Chair

Dr. Randy J. Dunn, Superintendent

09-010-0040-26-2007 CHAMPAIGN CUSD 4

BOTTENFIELD ELEM SCHOOL

## 2006 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/22/06 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	Yes	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
Is this school making AYP in reading?	Yes	2006-07 Federal Improvement Status	
Is this school making AYP in mathematics?	Yes	2006-07 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading		Mathematics		Mathematics		Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		67.0	
ALL	100.0	Yes	100.0	Yes	88.5		Yes	95.4		Yes	95.4	Yes		
White	100.0	Yes	100.0	Yes	91.2		Yes	96.1		Yes				
Black	100.0	Yes	100.0	Yes	85.7		Yes	91.8		Yes				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	82.1		Yes	91.1		Yes				

Four conditions required for making Adequate Yearly Progress (AYP) are:

- At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
- At least 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
- For schools not making AYP solely because the IEP group fails to have 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
- At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2005.

\*\* Safe Harbor Targets of 47.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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# Illinois State Board of Education

Governor Rod Blagojevich

Jesse Ruiz, Board Chair

Dr. Randy J. Dunn, Superintendent

09-010-0040-26-2008 CHAMPAIGN CUSD 4

CARRIE BUSEY ELEM SCHOOL

## 2006 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/22/06 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	Yes
Is this school making AYP in reading?	Yes
Is this school making AYP in mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
2006-07 Federal Improvement Status	
2006-07 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		67.0	
ALL	100.0	Yes	100.0	Yes	71.4		Yes	80.3		Yes	93.8	Yes		
White	100.0	Yes	100.0	Yes	78.7		Yes	84.0		Yes				
Black	100.0	Yes	100.0	Yes	58.2		Yes	72.7		Yes				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes										
Economically Disadvantaged	100.0	Yes	100.0	Yes	62.8		Yes	74.4		Yes				

Four conditions required for making Adequate Yearly Progress (AYP) are:

- At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
- At least 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
- For schools not making AYP solely because the IEP group fails to have 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
- At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2005.

\*\* Safe Harbor Targets of 47.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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# Illinois State Board of Education

Governor Rod Blagojevich

Jesse Ruiz, Board Chair

Dr. Randy J. Dunn, Superintendent

09-010-0040-26-2010 CHAMPAIGN CUSD 4

DR HOWARD ELEM SCHOOL

## 2006 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/22/06 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	Yes	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
Is this school making AYP in reading?	Yes	2006-07 Federal Improvement Status	
Is this school making AYP in mathematics?	Yes	2006-07 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		67.0	
ALL	100.0	Yes	100.0	Yes	79.2		Yes	92.8		Yes	93.8	Yes		
White	100.0	Yes	100.0	Yes	93.1		Yes	96.6		Yes				
Black	100.0	Yes	100.0	Yes	60.6		Yes	87.2		Yes				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	64.5		Yes	90.7		Yes				

Four conditions required for making Adequate Yearly Progress (AYP) are:

- At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
- At least 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
- For schools not making AYP solely because the IEP group fails to have 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
- At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2005.

\*\* Safe Harbor Targets of 47.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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# Illinois State Board of Education

Governor Rod Blagojevich

Jesse Ruiz, Board Chair

Dr. Randy J. Dunn, Superintendent

09-010-0040-26-2011 CHAMPAIGN CUSD 4

GARDEN HILLS ELEM SCHOOL

## 2006 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/22/06 Approved Assessment Data and E-report Card 85-43 Data

Is this school making AYP?	Yes	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
Is this school making AYP in reading?	Yes	2006-07 Federal Improvement Status	
Is this school making AYP in mathematics?	Yes	2006-07 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		67.0	
ALL	100.0	Yes	100.0	Yes	79.5		Yes	82.6		Yes	95.1	Yes		
White	100.0	Yes	100.0	Yes	89.8		Yes	95.9		Yes				
Black	100.0	Yes	100.0	Yes	64.3		Yes	64.3		Yes				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	71.3		Yes	76.3		Yes				

Four conditions required for making Adequate Yearly Progress (AYP) are:

- At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
- At least 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
- For schools not making AYP solely because the IEP group fails to have 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
- At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2005.

\*\* Safe Harbor Targets of 47.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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# Illinois State Board of Education

Governor Rod Blagojevich

Jesse Ruiz, Board Chair

Dr. Randy J. Dunn, Superintendent

09-010-0040-26-2013 CHAMPAIGN CUSD 4

KENWOOD ELEM SCHOOL

## 2006 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/22/06 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	Yes	Has this school been identified for School Improvement according to the AYP Specification of the federal No Child Left Behind Act?	No
Is this school making AYP in reading?	Yes	2006-07 Federal Improvement Status	
Is this school making AYP in mathematics?	Yes	2006-07 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		67.0	
ALL	99.5	Yes	99.5	Yes	70.5		Yes	88.5		Yes	94.5	Yes		
White	100.0	Yes	100.0	Yes	76.3		Yes	93.7		Yes				
Black	98.7	Yes	98.7	Yes	57.9		Yes	78.9		Yes				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes										
Economically Disadvantaged	99.0	Yes	99.0	Yes	55.1		Yes	82.1		Yes				

Four conditions required for making Adequate Yearly Progress (AYP) are:

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
3. For schools not making AYP solely because the IEP group fails to have 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2005.

\*\* Safe Harbor Targets of 47.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their targets on achievement, Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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# Illinois State Board of Education

Governor Rod Blagojevich

Jesse Ruiz, Board Chair

Dr. Randy J. Dunn, Superintendent

09-010-0040-26-2017 CHAMPAIGN CUSD 4

ROBESON ELEM SCHOOL

## 2006 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/22/06 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	Yes
Is this school making AYP in reading?	Yes
Is this school making AYP in mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
2006-07 Federal Improvement Status	
2006-07 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading		Mathematics				Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		67.0	
ALL	99.6	Yes	99.6	Yes	75.0		Yes	85.8		Yes	95.4	Yes		
White	100.0	Yes	100.0	Yes	84.3		Yes	93.6		Yes				
Black	98.5	Yes	98.5	Yes	44.2		Yes	61.5		Yes				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	98.8	Yes	98.8	Yes	44.4		Yes	66.7		Yes				

Four conditions required for making Adequate Yearly Progress (AYP) are:

- At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
- At least 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
- For schools not making AYP solely because the IEP group fails to have 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
- At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2005.

\*\* Safe Harbor Targets of 47.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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# Illinois State Board of Education

Governor Rod Blagojevich

Jesse Ruiz, Board Chair

Dr. Randy J. Duan, Superintendent

09-010-0040-26-2024 CHAMPAIGN CUSD 4

SOUTH SIDE ELEMENTARY SCHOOL

## 2006 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/22/06 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	Yes
Is this school making AYP in reading?	Yes
Is this school making AYP in mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
2006-07 Federal Improvement Status	
2006-07 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		67.0	
ALL	100.0	Yes	100.0	Yes	75.5		Yes	81.8		Yes	95.0	Yes		
White	100.0	Yes	100.0	Yes	89.0		Yes	94.5		Yes				
Black	100.0	Yes	100.0	Yes										
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes										

Four conditions required for making Adequate Yearly Progress (AYP) are:

- At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
- At least 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
- For schools not making AYP solely because the IEP group fails to have 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
- At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2005.

\*\* Safe Harbor Targets of 47.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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# Illinois State Board of Education

Governor Rod Blagojevich

Jesse Ruiz, Board Chair

Dr. Randy J. Dunn, Superintendent

09-010-0040-26-2026

CHAMPAIGN CUSD 4

STRATTON ELEMENTARY SCHOOL

## 2006 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/22/06 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	Yes
Is this school making AYP in reading?	Yes
Is this school making AYP in mathematics?	Yes

Has this school been identified for School Improvement according to the AYP Specification of the federal No Child Left Behind Act?	No
2006-07 Federal Improvement Status	
2006-07 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		67.0	
ALL	99.3	Yes	99.3	Yes	66.4		Yes	79.3		Yes	93.5	Yes		
White														
Black	100.0	Yes	100.0	Yes	48.3		Yes	68.3		Yes				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	98.9	Yes	98.9	Yes	54.8		Yes	69.9		Yes				

Four conditions required for making Adequate Yearly Progress (AYP) are:

- At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
- At least 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
- For schools not making AYP solely because the IEP group fails to have 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
- At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2005.

\*\* Safe Harbor Targets of 47.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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# Illinois State Board of Education

Governor Rod Blagojevich

Jesse Ruiz, Board Chair

Dr. Randy J. Dunn, Superintendent

09-010-0040-26-2020 CHAMPAIGN CUSD 4

WASHINGTON ELEM SCHOOL

## 2006 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/22/06 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	Yes	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
Is this school making AYP in reading?	Yes		
Is this school making AYP in mathematics?	Yes		
2006-07 Federal Improvement Status			
2006-07 State Improvement Status			

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		67.0	
ALL	100.0	Yes	100.0	Yes	60.9		Yes	82.7		Yes	95.5	Yes		
White														
Black	100.0	Yes	100.0	Yes	35.6		Yes	64.4		Yes				
Hispanic	100.0	Yes	100.0	Yes										
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	99.0	Yes	99.0	Yes	49.4		Yes	77.8		Yes				

Four conditions required for making Adequate Yearly Progress (AYP) are:

- At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
- At least 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
- For schools not making AYP solely because the IEP group fails to have 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
- At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2005.

\*\* Safe Harbor Targets of 47.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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# Illinois State Board of Education

Governor Rod Blagojevich

Jesse Ruiz, Board Chair

Dr. Randy J. Dunn, Superintendent

09-010-0040-26-2021 CHAMPAIGN CUSD 4

WESTVIEW ELEM SCHOOL

## 2006 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/22/06 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	Yes	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
Is this school making AYP in reading?	Yes		
Is this school making AYP in mathematics?	Yes		
2006-07 Federal Improvement Status			
2006-07 State Improvement Status			

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		67.0	
ALL	99.0	Yes	99.0	Yes	77.3		Yes	88.7		Yes	95.7	Yes		
White	100.0	Yes	100.0	Yes	89.4		Yes	97.0		Yes				
Black	97.5	Yes	97.5	Yes	61.0		Yes	78.0		Yes				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	98.1	Yes	98.1	Yes	61.1		Yes	80.6		Yes				

Four conditions required for making Adequate Yearly Progress (AYP) are:

- At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
- At least 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
- For schools not making AYP solely because the IEP group fails to have 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
- At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2005.

\*\* Safe Harbor Targets of 47.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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# Illinois State Board of Education

Governor Rod Blagojevich

Jesse Ruiz, Board Chair

Dr. Randy J. Dunn, Superintendent

09-010-0040-26-1003 CHAMPAIGN CUSD 4

EDISON MIDDLE SCHOOL

## 2006 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/22/06 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	Yes	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
Is this school making AYP in reading?	Yes	2006-07 Federal Improvement Status	
Is this school making AYP in mathematics?	Yes	2006-07 State Improvement Status	Academic Early Warning

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		67.0	
ALL	98.5	Yes	98.5	Yes	76.4		Yes	80.0		Yes	93.5	Yes		
White	99.7	Yes	99.7	Yes	90.2		Yes	92.9		Yes				
Black	96.4	Yes	96.4	Yes	54.2		Yes	57.9		Yes				
Hispanic	100.0	Yes	100.0	Yes										
Asian/Pacific Islander	100.0	Yes	100.0	Yes										
Native American														
Multiracial/Ethnic														
LEP	100.0	Yes	100.0	Yes										
Students with Disabilities	98.3	Yes	98.3	Yes	44.1		Yes	53.3		Yes				
Economically Disadvantaged	97.8	Yes	97.8	Yes	57.9		Yes	63.0		Yes				

Four conditions required for making Adequate Yearly Progress (AYP) are:

- At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
- At least 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
- For schools not making AYP solely because the IEP group fails to have 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
- At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2005.

\*\* Safe Harbor Targets of 47.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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# Illinois State Board of Education

Governor Rod Blagojevich

Jesse Ruiz, Board Chair

Dr. Randy J. Dunn, Superintendent

09-010-0040-26-1007 CHAMPAIGN CUSD 4

FRANKLIN MIDDLE SCHOOL

## 2006 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/22/06 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	Yes
Is this school making AYP in reading?	Yes
Is this school making AYP in mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
2006-07 Federal Improvement Status	
2006-07 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading		Mathematics				Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		67.0	
ALL	99.2	Yes	99.2	Yes	67.0		Yes	72.0		Yes	93.7	Yes		
White	98.1	Yes	98.1	Yes	87.1		Yes	87.2		Yes				
Black	99.7	Yes	99.7	Yes	49.3		Yes	56.9		Yes				
Hispanic														
Asian/Pacific Islander	100.0	Yes	100.0	Yes	95.6		Yes	97.8		Yes				
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	35.6		Yes	34.9		Yes				
Economically Disadvantaged	98.9	Yes	98.9	Yes	51.4		Yes	58.4		Yes				

Four conditions required for making Adequate Yearly Progress (AYP) are:

- At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
- At least 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
- For schools not making AYP solely because the IEP group fails to have 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
- At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2005.

\*\* Safe Harbor Targets of 47.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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# Illinois State Board of Education

Governor Rod Blagojevich

Jesse Ruiz, Board Chair

Dr. Randy J. Dunn, Superintendent

09-010-0040-26-1005 CHAMPAIGN CUSD 4

JEFFERSON MIDDLE SCHOOL

## 2006 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/22/06 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	Yes
Is this school making AYP in reading?	Yes
Is this school making AYP in mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
2006-07 Federal Improvement Status	
2006-07 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		67.0	
ALL	98.5	Yes	98.5	Yes	75.9		Yes	82.8		Yes	94.0	Yes		
White	100.0	Yes	100.0	Yes	85.8		Yes	91.5		Yes				
Black	96.9	Yes	96.9	Yes	54.2		Yes	65.0		Yes				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial/Ethnic														
LEP														
Students with Disabilities	98.7	Yes	98.7	Yes	43.9		Yes	59.7		Yes				
Economically Disadvantaged	97.2	Yes	97.2	Yes	59.5		Yes	69.4		Yes				

Four conditions required for making Adequate Yearly Progress (AYP) are:

- At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
- At least 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
- For schools not making AYP solely because the IEP group fails to have 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
- At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2005.

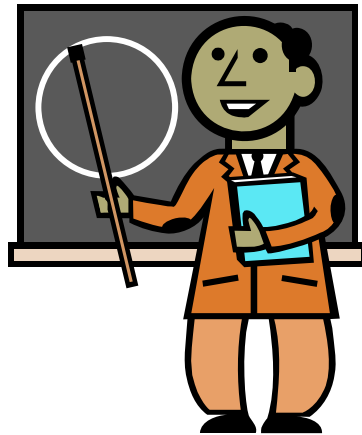
\*\* Safe Harbor Targets of 47.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

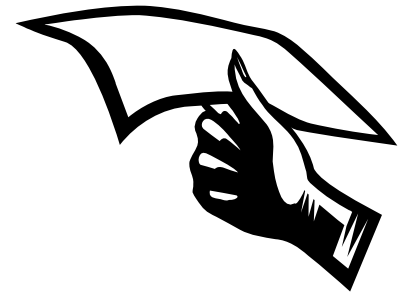
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Close

# **Exhibit F**

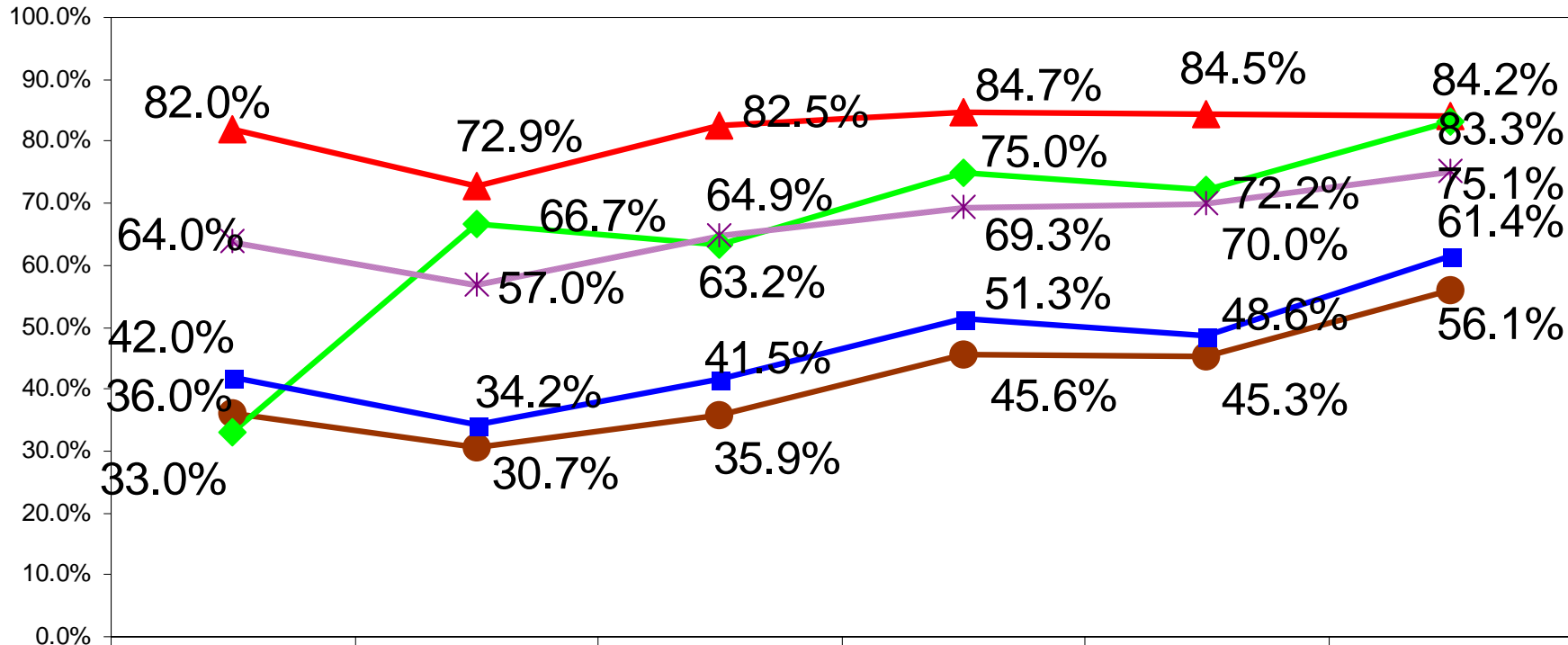


# Champaign Unit 4 Preliminary ISAT Scores 2006



# 3rd Grade ISAT Reading 2006

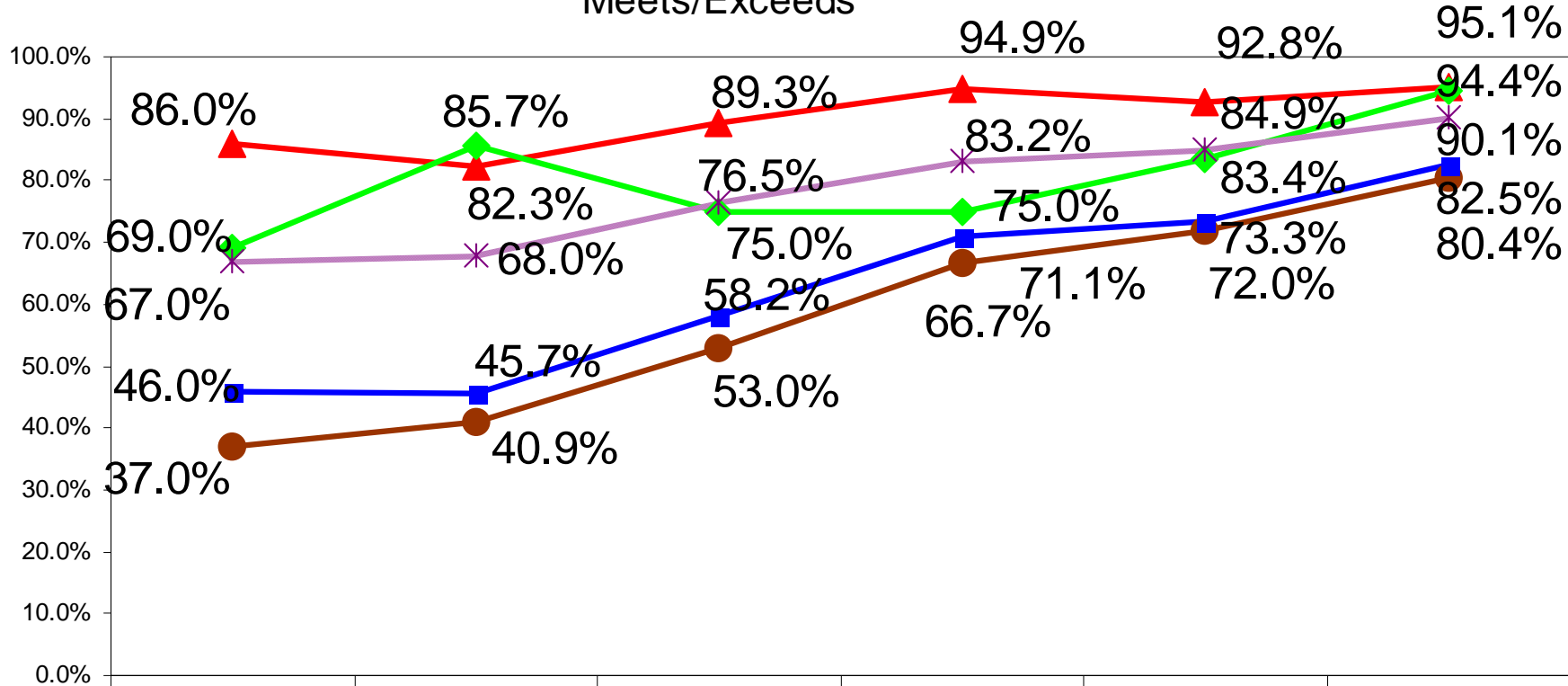
Meets/Exceeds



	2001	2002	2003	2004	2005	2006
White	82.0%	72.9%	82.5%	84.7%	84.5%	84.2%
Afr Am	36.0%	30.7%	35.9%	45.6%	45.3%	56.1%
Hisp	33.0%	66.7%	63.2%	75.0%	72.2%	83.3%
Eco Dis	42.0%	34.2%	41.5%	51.3%	48.6%	61.4%
All	64.0%	57.0%	64.9%	69.3%	70.0%	75.1%

# 3rd Grade ISAT Math 2006

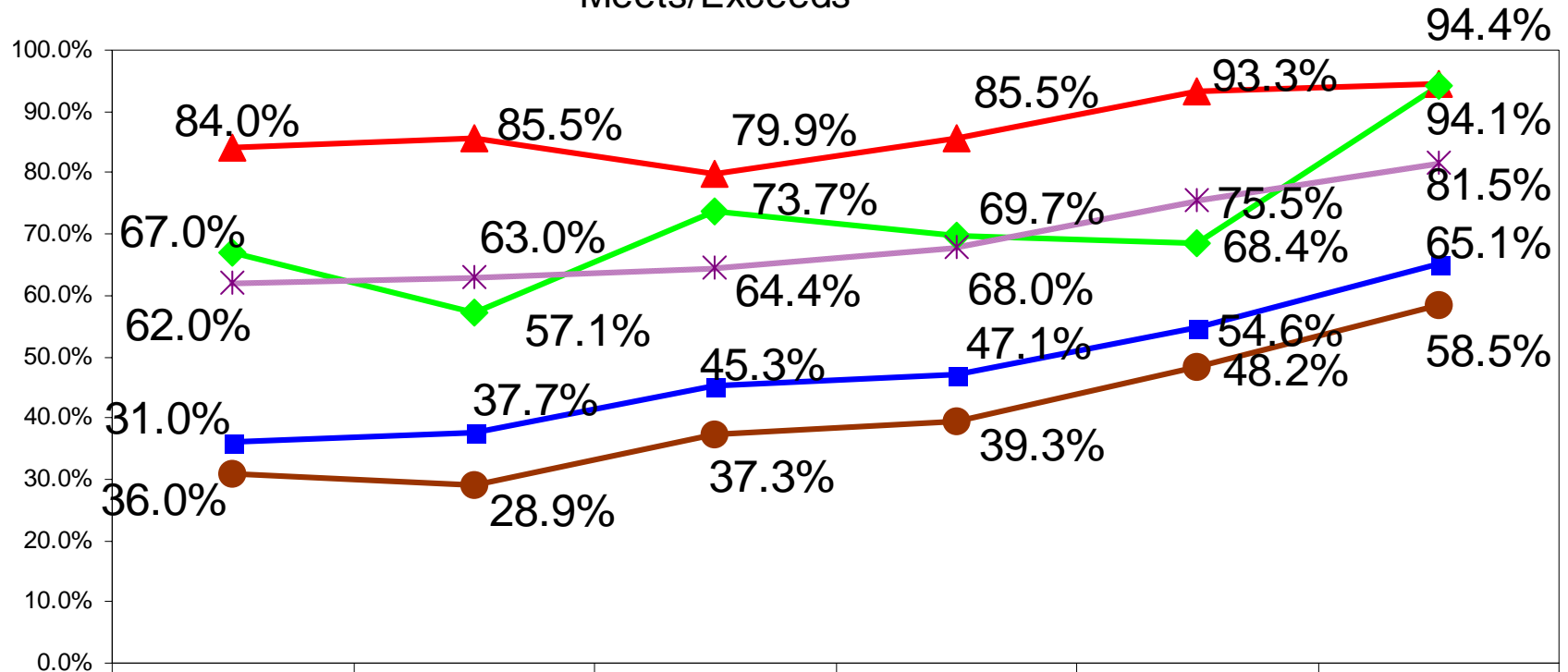
Meets/Exceeds



	2001	2002	2003	2004	2005	2006
White	86.0%	82.3%	89.3%	94.9%	92.8%	95.1%
Afr Am	37.0%	40.9%	53.0%	66.7%	72.0%	80.4%
Hisp	69.0%	85.7%	75.0%	75.0%	83.4%	94.4%
Eco Dis	46.0%	45.7%	58.2%	71.1%	73.3%	82.5%
All	67.0%	68.0%	76.5%	83.2%	84.9%	90.1%

# 4th Grade ISAT Science 2006

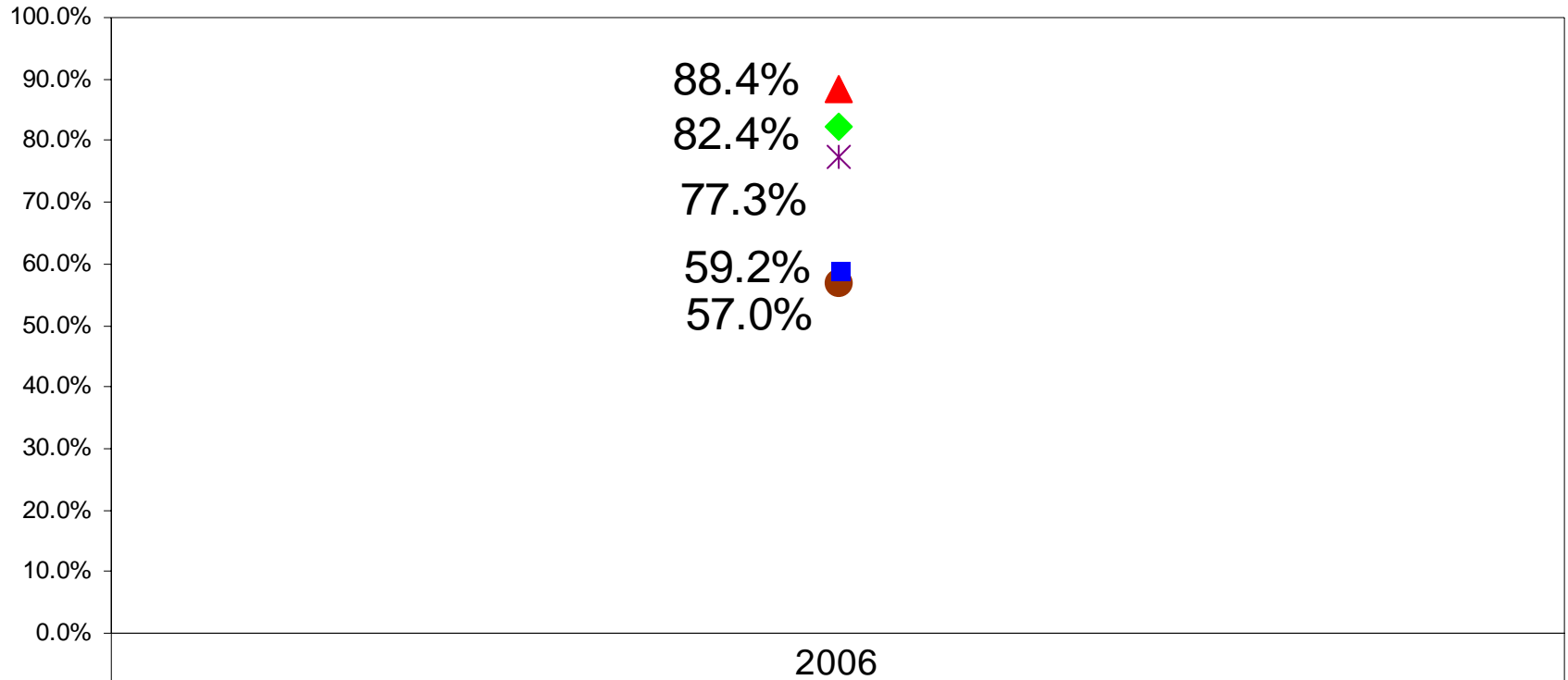
Meets/Exceeds








	2001	2002	2003	2004	2005	2006
White	84.0%	85.5%	79.9%	85.5%	93.3%	94.4%
Afr Am	31.0%	28.9%	37.3%	39.3%	48.2%	58.5%
Hisp	67.0%	57.1%	73.7%	69.7%	68.4%	94.1%
Eco Dis	36.0%	37.7%	45.3%	47.1%	54.6%	65.1%
All	62.0%	63.0%	64.4%	68.0%	75.5%	81.5%

# 4th Grade ISAT Reading 2006

Meets/Exceeds

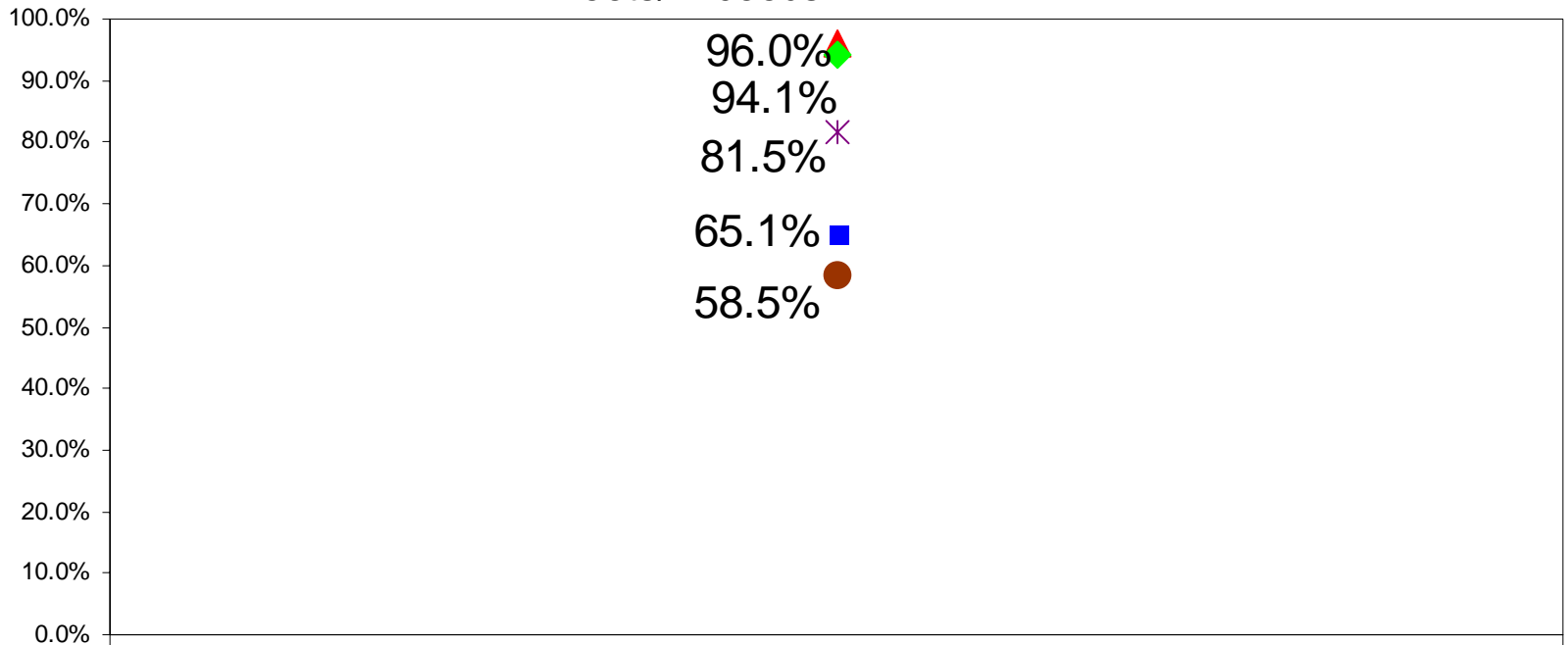


 White	88.4%
 Afr Am	57.0%
 Hisp	82.4%
 Eco Dis	59.2%
 All	77.3%








# 4th Grade ISAT Math 2006

Meets/Exceeds

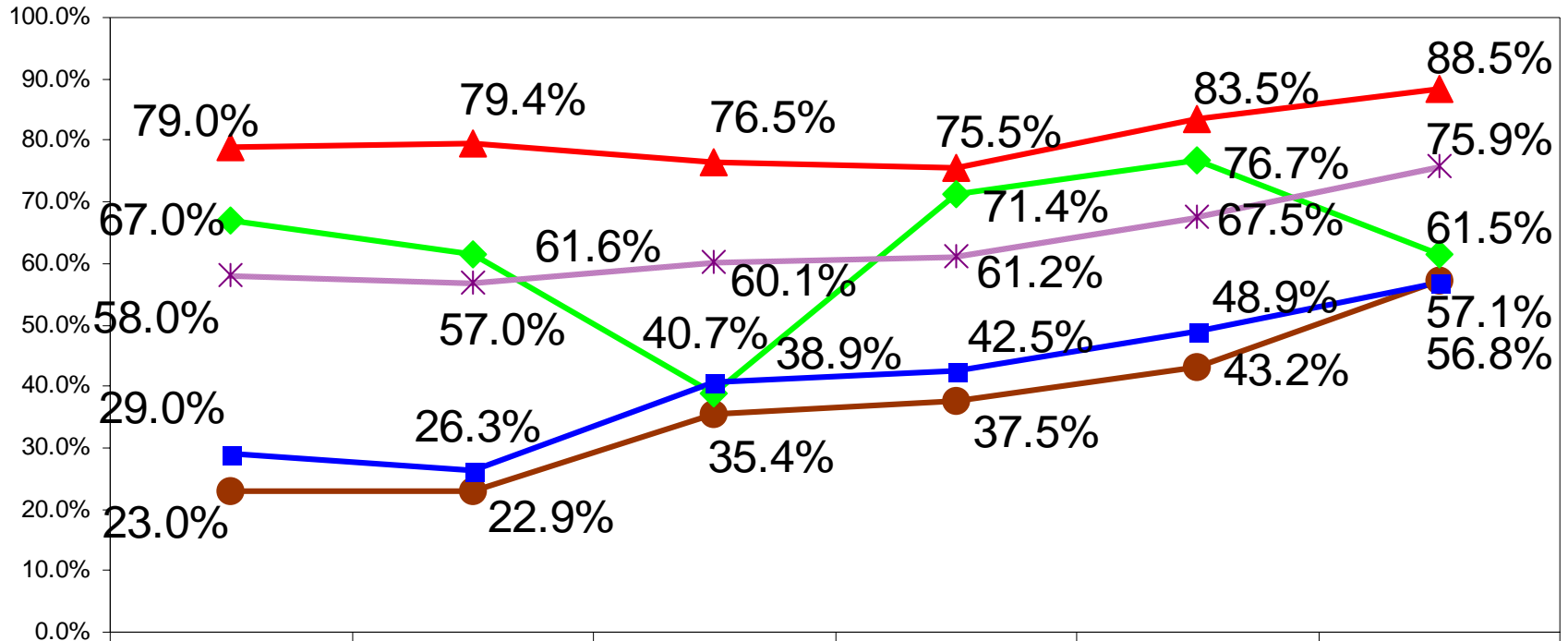


2006

 White	96.0%
 Afr Am	58.5%
 Hisp	94.1%
 Eco Dis	65.1%
 All	81.5%

# 5th Grade ISAT Reading 2006

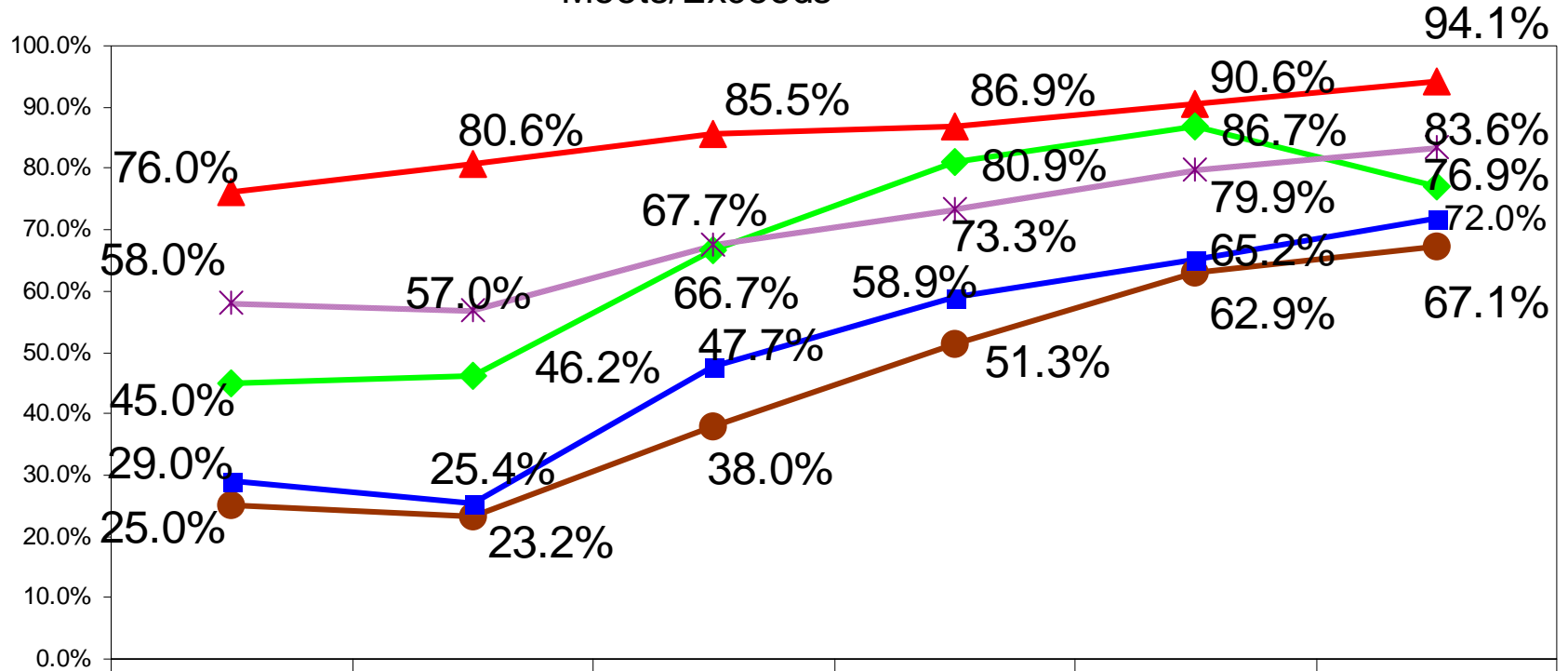
Meets/Exceeds



White	79.0%	79.4%	76.5%	75.5%	83.5%	88.5%
Afr Am	23.0%	22.9%	35.4%	37.5%	43.2%	57.1%
Hisp	67.0%	61.6%	38.9%	71.4%	76.7%	61.5%
Eco Dis	29.0%	26.3%	40.7%	42.5%	48.9%	56.8%
All	58.0%	57.0%	60.1%	61.2%	67.5%	75.9%

# 5th Grade ISAT Math 2006

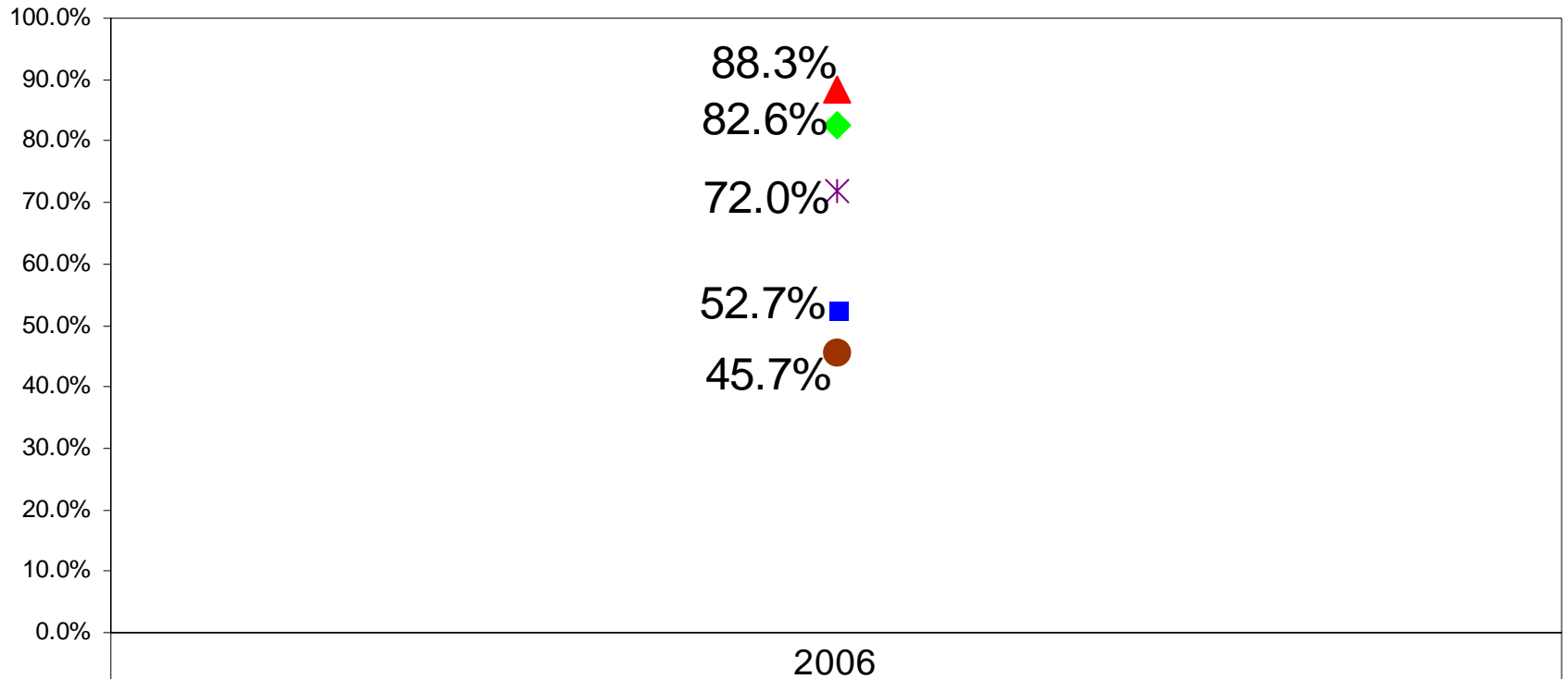
Meets/Exceeds



	2001	2002	2003	2004	2005	2006
White	76.0%	80.6%	85.5%	86.9%	90.6%	94.1%
Afr Am	25.0%	23.2%	38.0%	51.3%	62.9%	67.1%
Hisp	45.0%	46.2%	66.7%	80.9%	86.7%	76.9%
Eco Dis	29.0%	25.4%	47.7%	58.9%	65.2%	72.0%
All	58.0%	57.0%	67.7%	73.3%	79.9%	83.6%

# 6th Grade ISAT Reading 2006

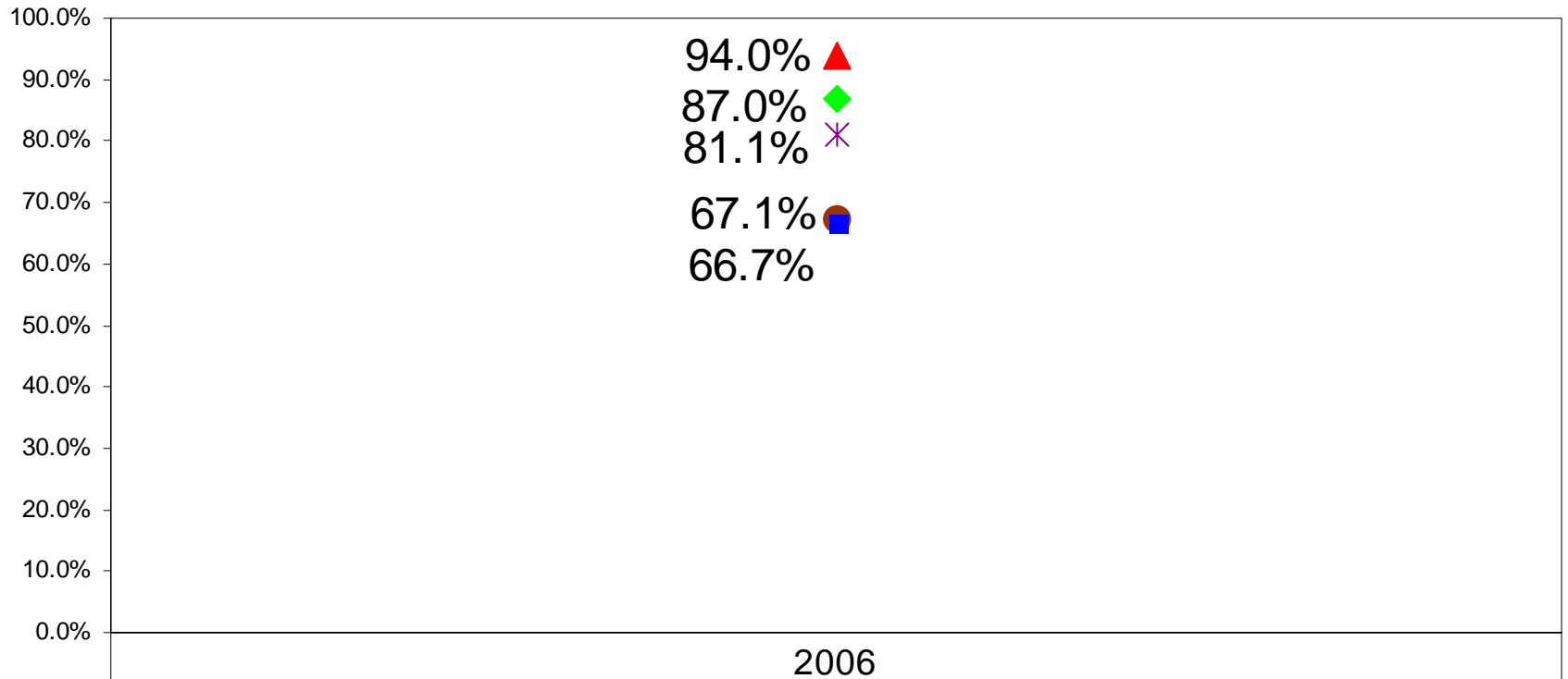
Meets/Exceeds



	2006
White	88.3%
Afr Am	45.7%
Hisp	82.6%
Eco Dis	52.7%
All	72.0%

# 6th Grade ISAT Math 2006

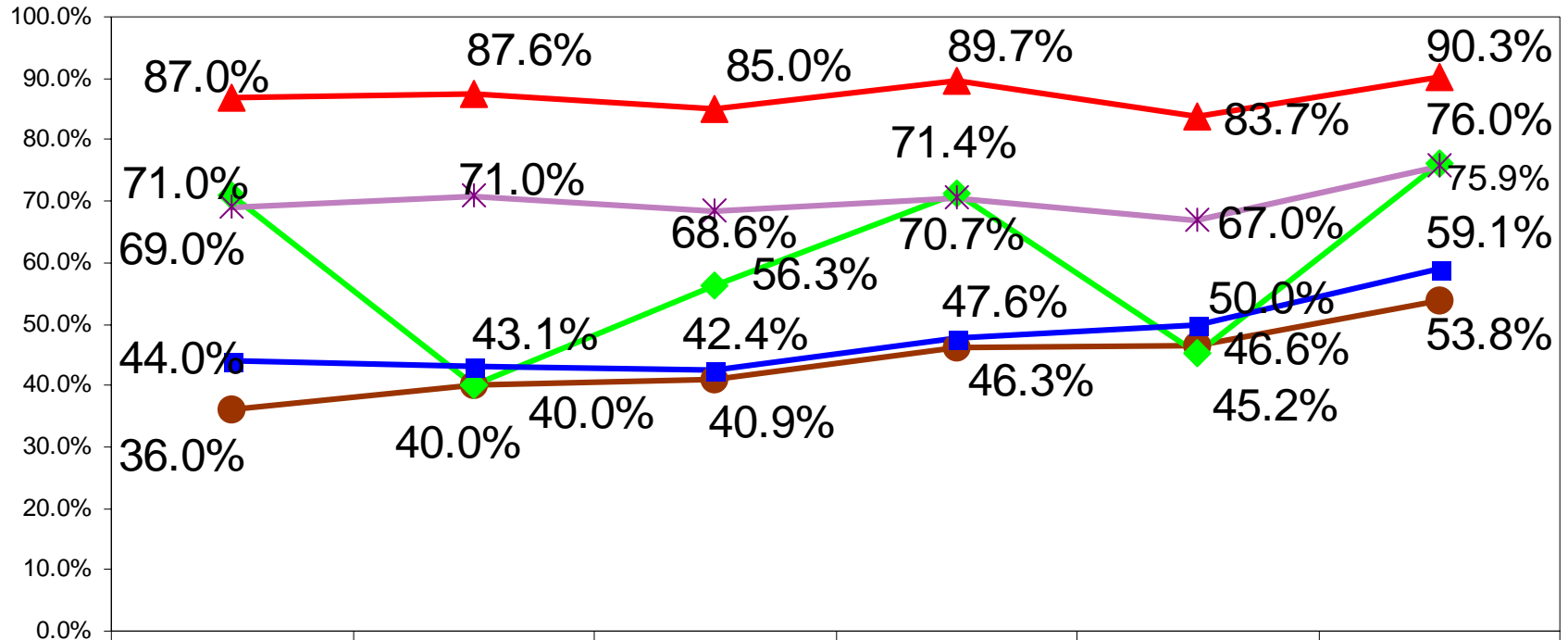
Meets/Exceeds



	2006
White	94.0%
Afr Am	67.1%
Hisp	87.0%
Eco Dis	66.7%
All	81.1%

# 7th Grade ISAT Science 2006

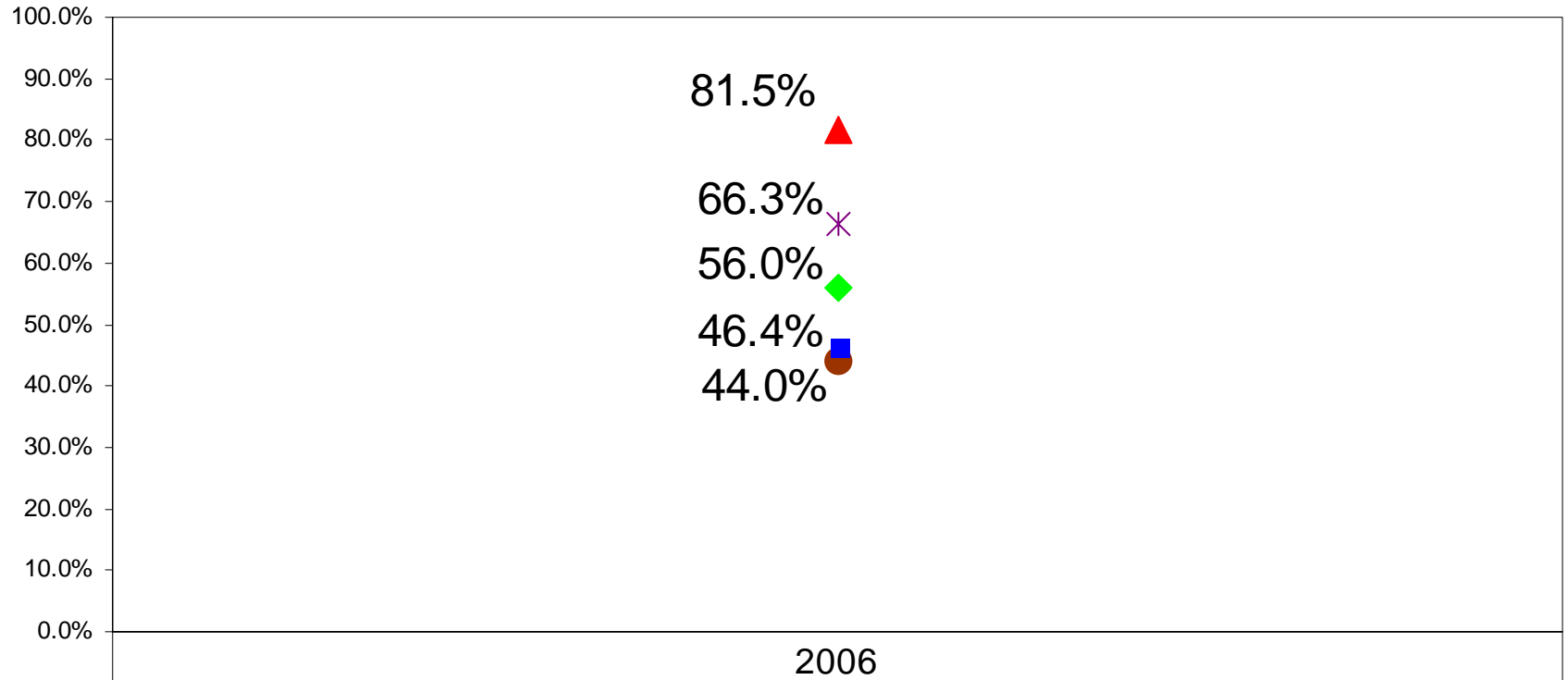
Meets/Exceeds








	2001	2002	2003	2004	2005	2006
White	87.0%	87.6%	85.0%	89.7%	83.7%	90.3%
Afr Am	36.0%	40.0%	40.9%	46.3%	46.6%	53.8%
Hisp	71.0%	40.0%	56.3%	71.4%	45.2%	76.0%
Eco Dis	44.0%	43.1%	42.4%	47.6%	50.0%	59.1%
All	69.0%	71.0%	68.6%	70.7%	67.0%	75.9%

# 7th Grade ISAT Reading 2006

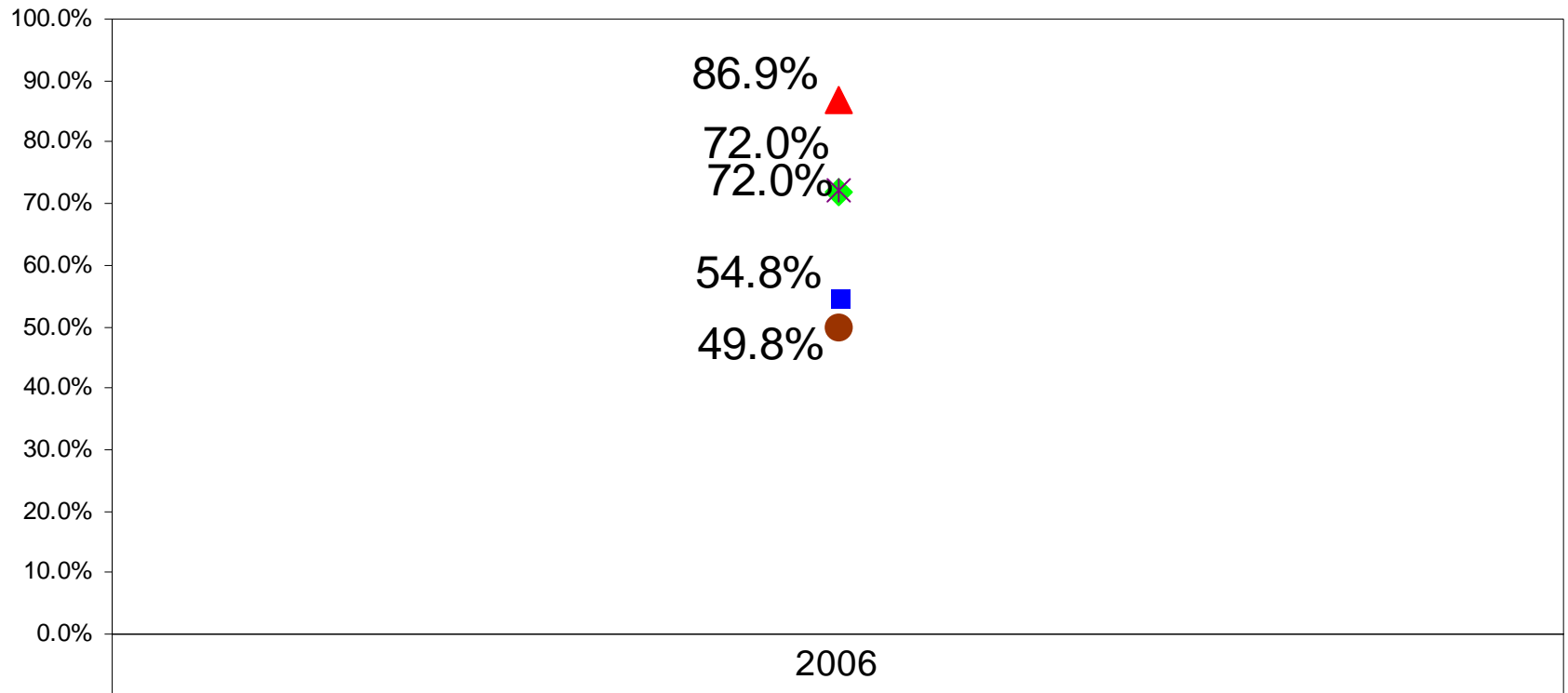
Meets/Exceeds








 White	81.5%
 Afr Am	44.0%
 Hisp	56.0%
 Eco Dis	46.4%
 All	66.3%

# 7th Grade ISAT Math 2006

Meets/Exceeds

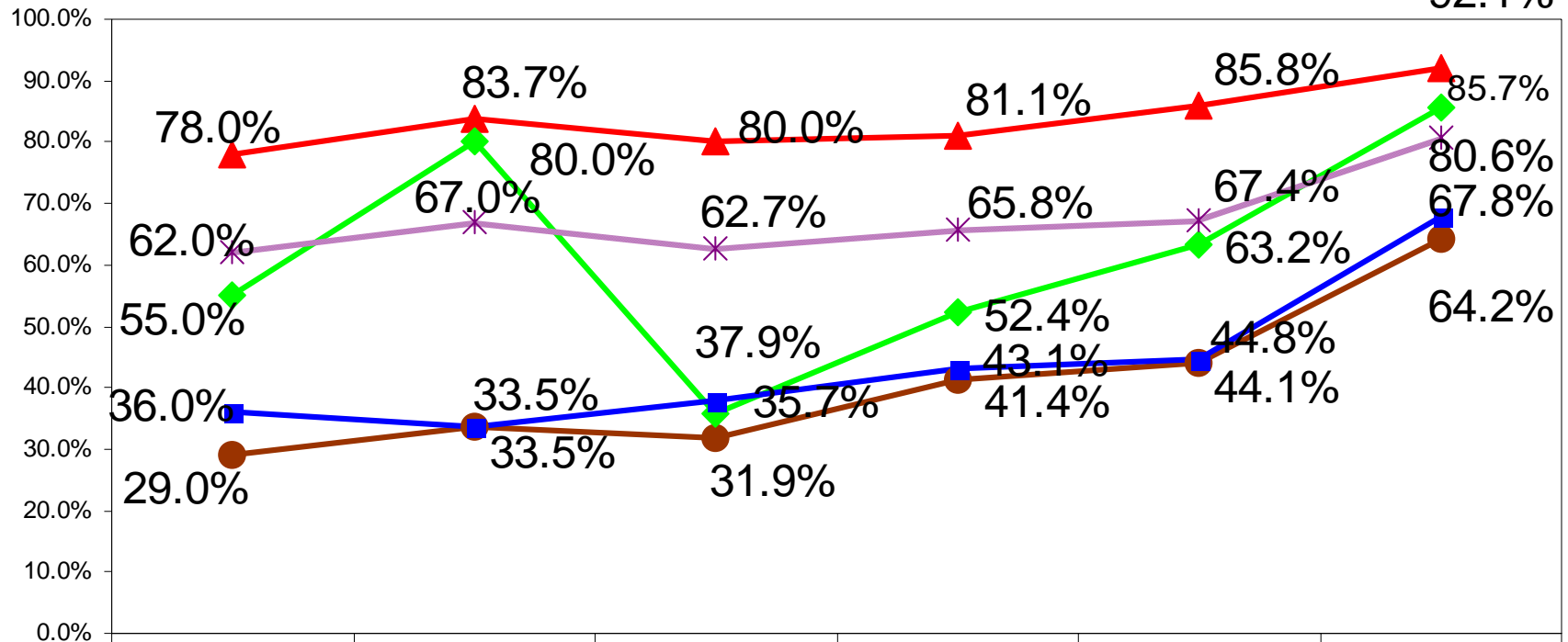


 White	86.9%
 Afr Am	49.8%
 Hisp	72.0%
 Eco Dis	54.8%
 All	72.0%



# 8th Grade ISAT Reading 2006

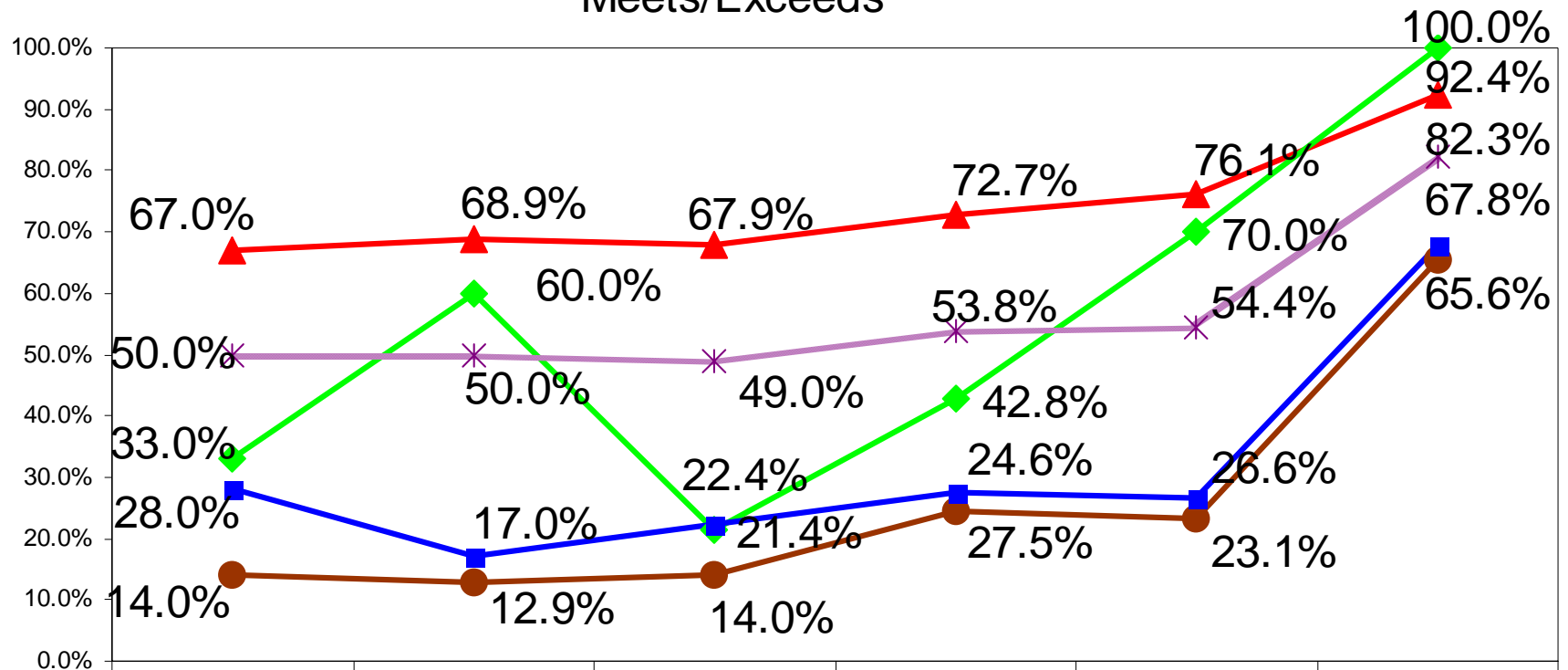
Meets/Exceeds



White	78.0%	83.7%	80.0%	81.1%	85.8%	92.1%
Afr Am	29.0%	33.5%	31.9%	41.4%	44.1%	64.2%
Hisp	55.0%	80.0%	35.7%	52.4%	63.2%	85.7%
Eco Dis	36.0%	33.5%	37.9%	43.1%	44.8%	67.8%
All	62.0%	67.0%	62.7%	65.8%	67.4%	80.6%

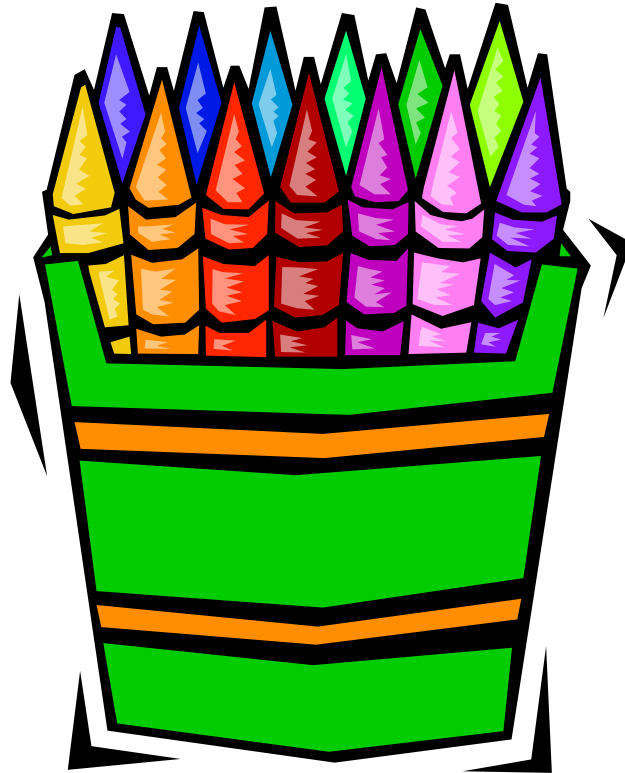
# 8th Grade ISAT Math 2006

Meets/Exceeds



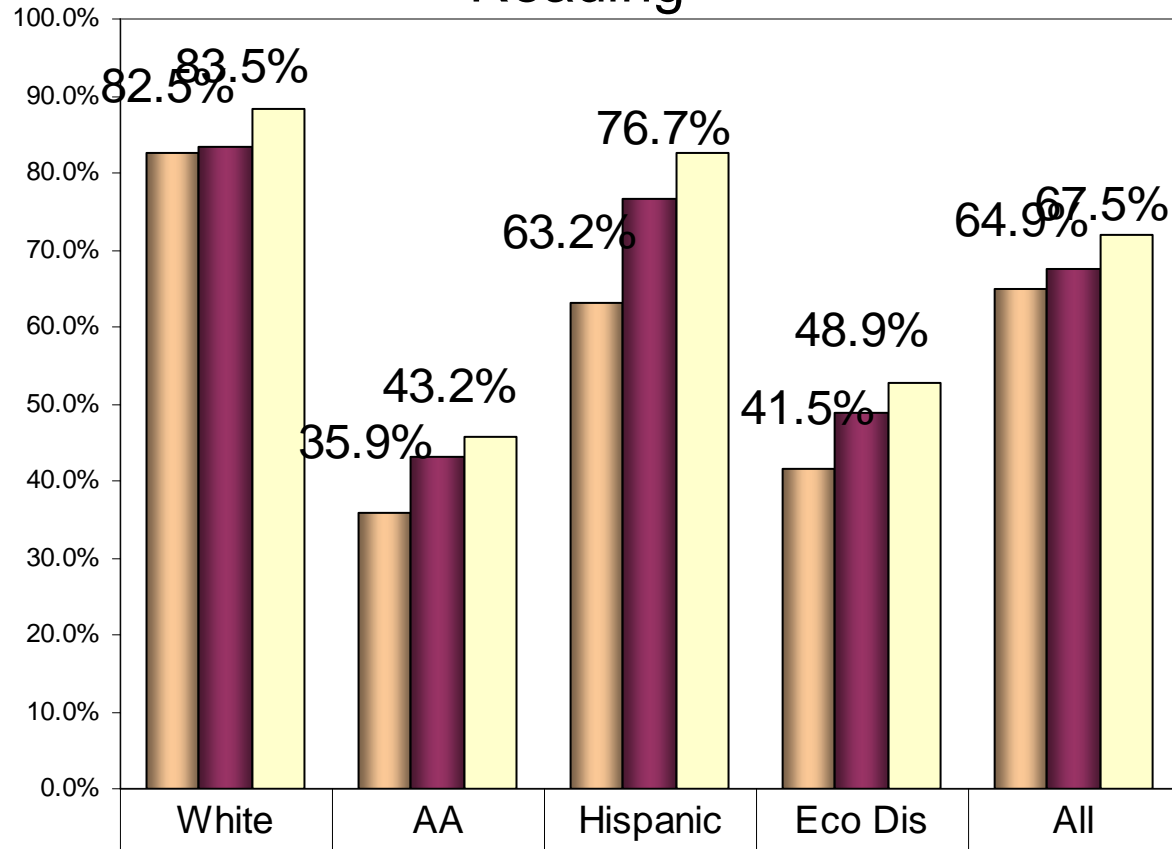
	2001	2002	2003	2004	2005	2006
White	67.0%	68.9%	67.9%	72.7%	76.1%	92.4%
Afr Am	14.0%	12.9%	14.0%	24.6%	23.1%	65.6%
Hisp	33.0%	60.0%	21.4%	42.8%	70.0%	100.0%
Eco Dis	28.0%	17.0%	22.4%	27.5%	26.6%	67.8%
All	50.0%	50.0%	49.0%	53.8%	54.4%	82.3%

How do cohort  
groups compare?



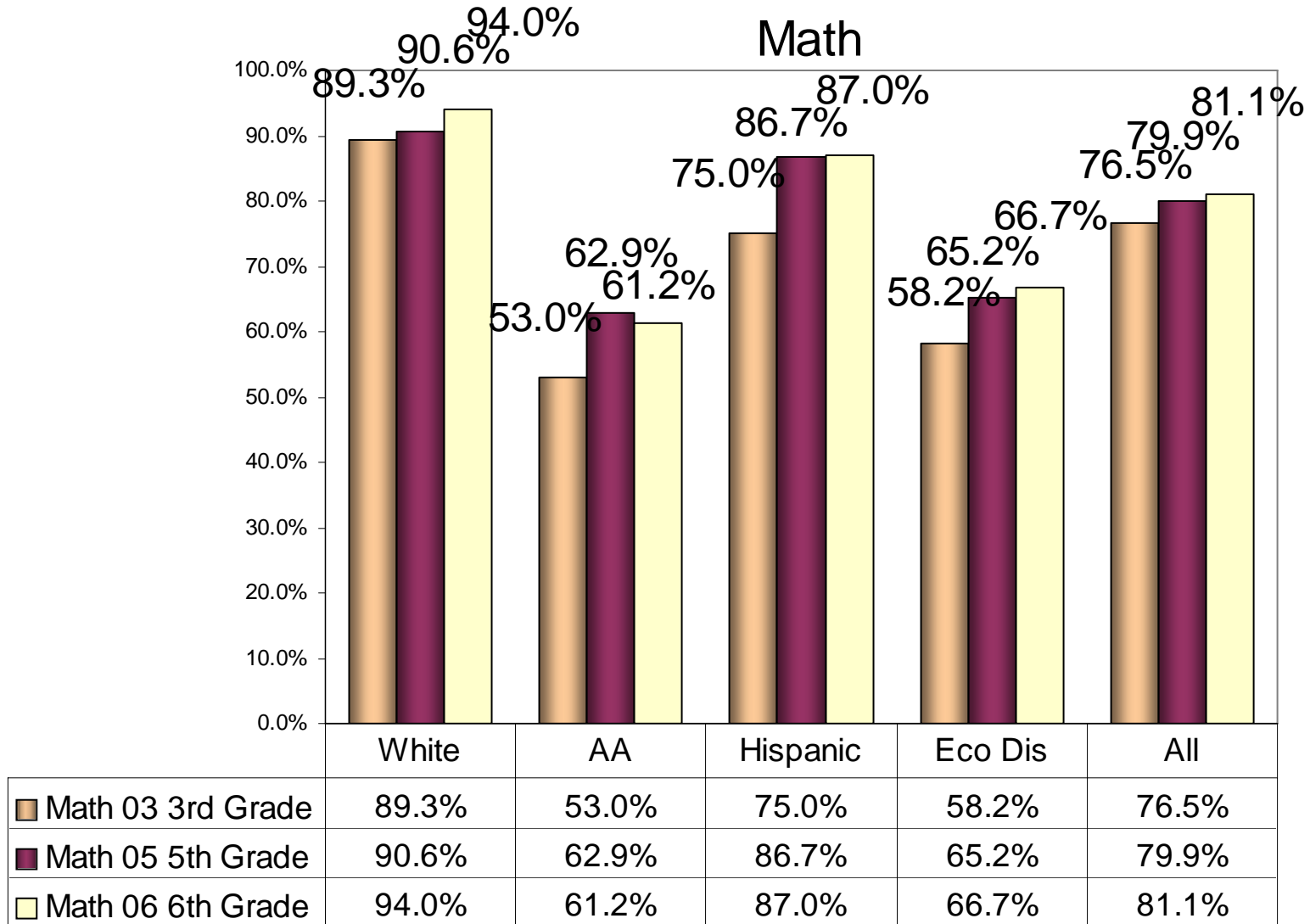
# Cohort: 3rd (2003),5th (2005), 6th (2006)

## Reading

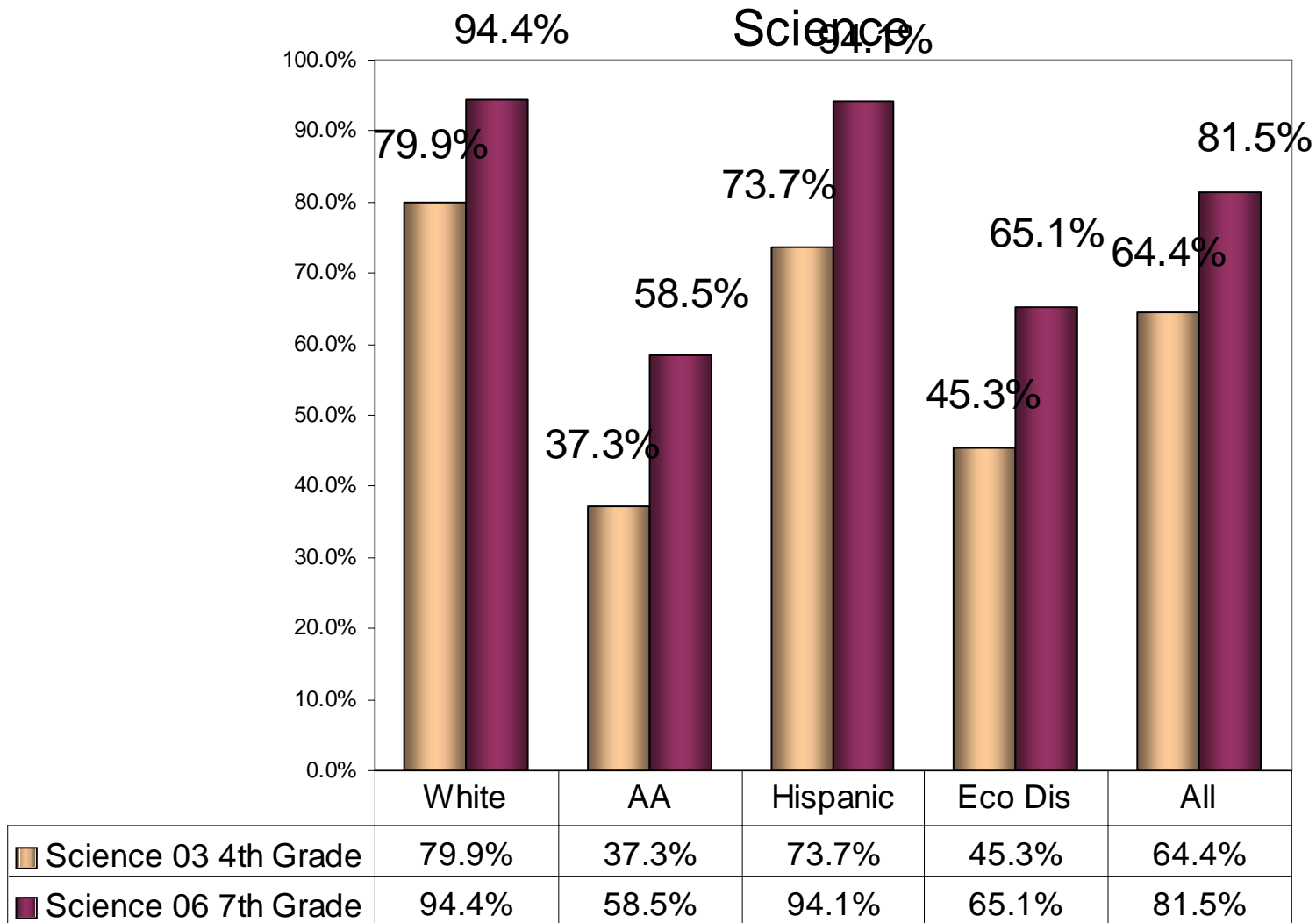


<span style="display:inline-block; width:10px; height:10px; background-color:orange; border:1px solid black;"></span> Reading 03 3rd Grade	82.5%	35.9%	63.2%	41.5%	64.9%
<span style="display:inline-block; width:10px; height:10px; background-color:maroon; border:1px solid black;"></span> Reading 05 5th Grade	83.5%	43.2%	76.7%	48.9%	67.5%
<span style="display:inline-block; width:10px; height:10px; background-color:yellow; border:1px solid black;"></span> Reading 06 6th Grade	88.3%	45.7%	82.6%	52.7%	72.0%

# Cohort: 3rd (2003), 5th (2005), 6th (2006)

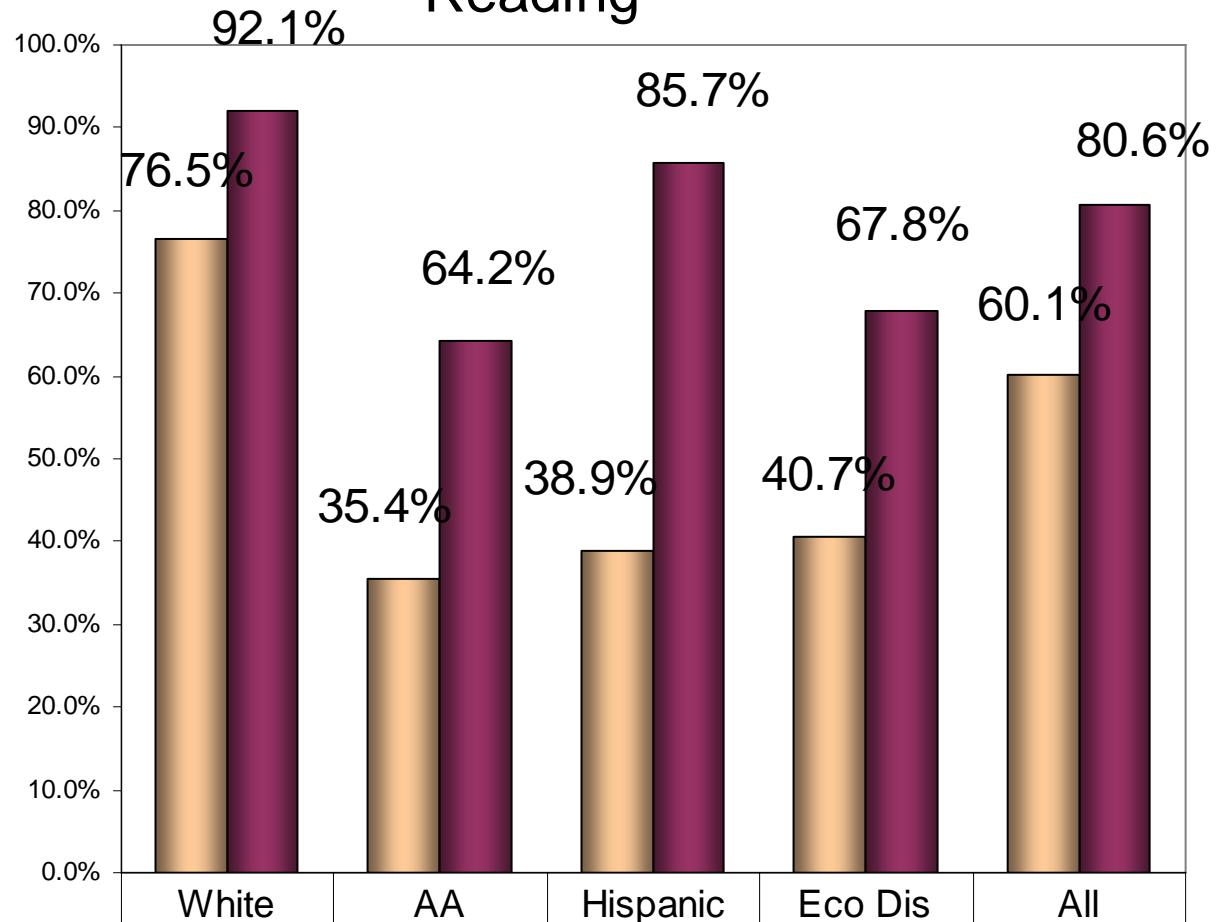


# Cohort Comparison 4th (2003) vs. 7th (2006)



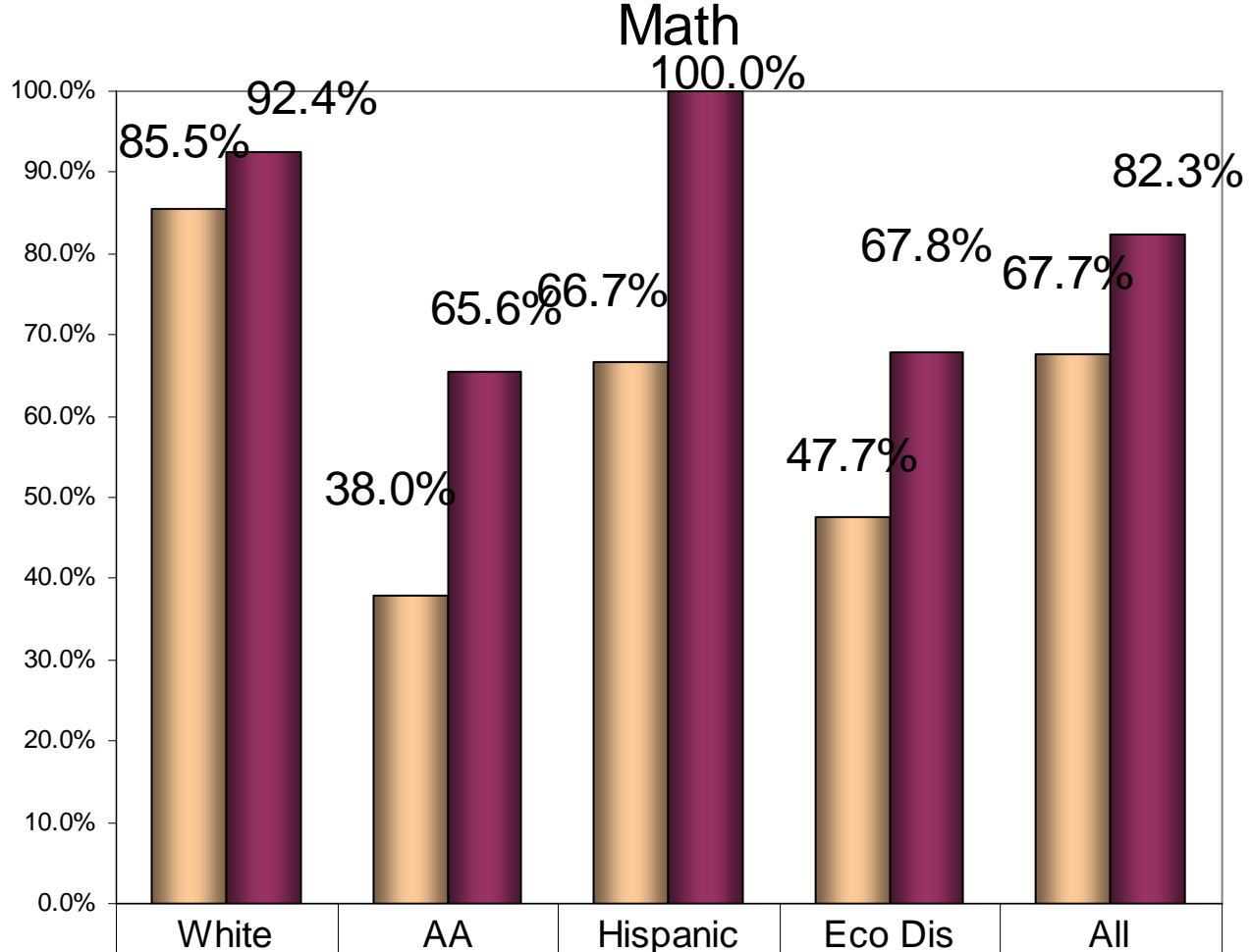
# Cohort Comparison 5th (2003) vs. 8th (2006)

## Reading



<span style="display: inline-block; width: 10px; height: 10px; background-color: #f4a460; border: 1px solid black;"></span> Reading 03 5th Grade	76.5%	35.4%	38.9%	40.7%	60.1%
<span style="display: inline-block; width: 10px; height: 10px; background-color: #800040; border: 1px solid black;"></span> Reading 06 8th Grade	92.1%	64.2%	85.7%	67.8%	80.6%

# Cohort Comparison 5th (2003) vs. 8th (2006)



Math 03 5th Grade	85.5%	38.0%	66.7%	47.7%	67.7%
Math 06 8th Grade	92.4%	65.6%	100.0%	67.8%	82.3%



# **Exhibit G**

Student achievement is guided by the Student Performance Section of the Education Equity Implementation Plan, as well as the overarching goals of the Consent Decree. Unit 4 continues its efforts to improve students' progress toward reaching high academic standards. The District continues to implement a variety of curriculum, instruction, and assessment strategies intended to support District, State and national standards and goals. The initiatives set forth below establish the foundation and ongoing efforts for improving African American student performance.

Curriculum Audit. The District commissioned a curriculum audit to assess the systems, policies, procedures and practices in place that impact teaching and learning in Champaign Unit 4. The Curriculum Management Audit was conducted by Phi Delta Kappa, which provided a third-party examination of the curriculum design and delivery system of the school district. Both curriculum policy and the system in which curriculum functioned were analyzed by the audit team. The report provided specific recommendations to improve those functions. The audit compared the District's performance against five standards. These standards represent working characteristics that any complex organization must have in order to be responsive and responsible to its students. These standards pertained to the school system's ability to demonstrate:

- control of resources, programs, and personnel;
- establishment of clear and valid objectives for students;
- internal consistency and rational equity in program development and implementation;
- use of the results from district designed or adopted assessments to adjust, improve, or terminate ineffective practices of programs; and
- improved productivity.

The audit team used documents, interviews and site visits as major sources of data to determine the extent to which there was alignment between the written, taught and tested curricula. The process may be the single most powerful tool used for the improvement of curriculum and student achievement. The auditors consisted of a team of auditors from across the United States and Canada who are highly trained and employed as school district administrators, state departments of education personnel, university professors, and educational consultants.

Many of the following initiatives were recommended by the audit, and all are being implemented and continue to be the impetus behind improved student achievement in Unit 4.

Organizational Restructuring. A complete restructuring of the Curriculum Department began with the 2003-2004 school year. The organizational and responsibility chart designated Dorland Norris as the Deputy Superintendent for Curriculum Design, Educational Services and Equity, one director of elementary curriculum, one director of secondary curriculum and district level coordinators for all the core academic areas. In

an effort to achieve the goal of the EEIP which sets forth that the District's third grade students will read at grade level by the end of the 2003-2004 academic year, two English Language Arts (ELA) coordinators were hired at the District level, one for grades k-5 and one for 6-12. In the organizational structure, two District-level mathematics coordinators were hired, one for grades k-5 and one for grades 6-12. One District-level science coordinator, social science coordinator and assessment coordinator were each hired for grades k-12. This alignment continued at the building level where there are designated ELA, math, science and social science leaders at the elementary and middle school levels and content area chairs at the high school level. This delineation of responsibilities has led to improved student achievement for all students but with a special focus on improving the educational outcomes for African students, as evidenced by preliminary 2006 ISAT scores and trend data.

Curriculum Mapping and Assessment. In 2003-2004, the District created and implemented curriculum maps (instructional timelines), quarterly assessments and benchmark assessments to evaluate the effectiveness of the District's curriculum and student mastery of the grade level and course standards. Curriculum maps are updated yearly to ensure that there is tight alignment between the written, taught and tested curricula both horizontally and vertically. Aligned curriculum has been implemented at each school to provide every student with consistent, rigorous and seamless curriculum to achieve the necessary academic outcomes. Quarterly assessments are also given to each student to determine if they have mastered the curriculum. If the District's quarterly assessment indicates that a student has not mastered the curriculum, then the instructional techniques are revised to help teachers better meet the student's needs. This mapping and the assessments occur on an ongoing basis throughout the school year. Previously, the District identified the lack of academic rigor in Level I courses and eliminated them, and continues to review all courses to determine whether they are sufficiently rigorous and constitute a support line to the most difficult classes.

Mastery Manager. In 2004, the District implemented Mastery Manager, a Web-based assessment tool designed to give teachers and principals immediate feedback on how well students are mastering the curriculum. Mastery Manager provides immediate, actionable achievement information that teachers and administrators can use to adjust instruction and provide targeted interventions to improve student outcomes. Mastery Manager provides flexible reporting capabilities which include data disaggregated by student, teacher, course, section, and grade. Achievement is reported by demographic group including all ethnic groups, IEP, Free and Reduced Lunch and English as a Second Language. With this data, teachers are able to craft lessons for each student to meet or exceed the standards, while meeting the requirements for Adequate Yearly Progress (AYP). This school year, the assessment coordinator will provide support for teachers at the building level on interpreting and utilizing the data more effectively.

Reading Assessment. In 2004-2005 the District implemented the Developmental Reading Assessment (DRA), which is a series of leveled books and recording sheets designed to allow teachers to determine students' reading accuracy, fluency, and

comprehension levels. Teachers were trained in the administration and interpretation of this instrument. DRA data are collected to determine student progress and determine whether students are near, at, or above grade level, below grade level, or significantly below grade level based on their performance on the assessment relative to their grade level. In 2005-2006 DRA training was provided and implemented in grades 6-8 to assess middle school students reading levels.

Literacy. In 2004-2005, the District continued its strong literacy push with the implementation of the Six Traits Analytical Writing Process. Reading and writing are inextricably connected in producing strong readers and writers. Model classrooms were set up in the three elementary buildings so that both teachers and administrators could view effective lessons on this process.

Standards-Based Mathematics. In 2005-2006, the District adopted its first standards-based mathematics curriculum in grades k-8 and the first District aligned mathematics curriculum prek-12. The focus for the District's professional development last year was on implementation of this math curriculum. A cohort of middle school math teachers was trained at University of Michigan in the spring of 2005 so that they could provide assistance and training to the District's mathematics teachers during the school year. Middle school mathematics scores across the District significantly improved, as evidenced by preliminary ISAT scores and trend data.

Middle School Restructuring. In 2004-2005, the middle school restructuring plan was implemented. Within the schedule is a flex period which allows for "double-dosing" students who need targeted intervention in the core areas. This has been more effective in reducing the disparity in grades between African American students and others.

Tutorials. Tutorials are provided for all students k-12 through the Extended Learning Program. Funds are allotted for tutorials during the morning, after-school, Thursday nights and some Saturdays for schools who offer Saturday school.

AVID. In the summer of 2004, the District trained its first cohort of Advancement Via Individual Determination (AVID) teachers in Sacramento, California. In January 2005, an AVID district coordinator (.5) was hired and the program was implemented at Centennial High school that spring. The next year, AVID was implemented at one grade level at the middle schools and Central High School. Beginning this school year, AVID will be fully implemented in all secondary schools. While implemented to serve students performing in the middle and prepare them for college, AVID is designed to increase school-wide learning and performance. The purpose of the AVID program is to restructure the teaching methods of an entire school and to open access to the curricula that will ensure four-year college eligibility for almost all students.

Monitoring Meetings. This 2006-2007 school year, quarterly meetings will be held with the middle and high school principals to evaluate students' progress quarterly and by semester. This new level of accountability will monitor that administrators are regularly

meeting with teachers to discuss students' progress or the lack of progress. Plans will be developed by each campus administrator to ensure there is a keen focus on student learning.

Formal Program Evaluations. In 2003-2004, the District implemented its first program evaluation model, STEP. This process places all District programs on an evaluation cycle by a team of teachers and administrators.

School Improvement Process. Each year, every school Principal is required, by the District and the State, to lead their staff in the development of a comprehensive School Improvement Plan (SIP). These SIPs are designed to involve all stakeholders in a continuous systematic process to enhance student learning, improve educational opportunities, and increase the overall effectiveness of the educational programs and services provided at each school. During the 2005-2006 school year, an additional step of accountability was added in the review of the school improvement planning process. Each building principal is required to present and defend their school improvement plan to the District's Leadership team and one of their peers. Principals must clearly articulate how they will improve student achievement for all students in all student groups. This process will continue annually as a part of the school improvement process.

C-SIP. The District has taken the school improvement process even further by developing its own Comprehensive School Improvement Process (C-SIP) to give greater support to any school that has not made adequate yearly progress (AYP) according to the No Child Left Behind standards. The C-SIP team involves campus and District-level administrators, teachers, parents and community members in an effort to critically review all areas of a particular school and devise/revise a plan to address identified academic deficiencies. The process is led by a campus administrator from another District school who has been successful for multiple years in meeting the AYP criteria. Throughout the academic year, principals and their supervisors meet periodically to review and discuss school-specific issues related to the SIP plans, staffing and implementation of initiatives designed to improve student performance. These meetings provide guidance to principals and monitor the implementation of effective programs and strategies. According to preliminary 2006 AYP Status Reports, every school achieved AYP.

Grading Policy. In SY2005, the District identified inconsistencies and disparities in the distribution of grades, and so in response adopted a comprehensive grading policy to standardize the process. This process became fully implemented in SY2006, along with a change in the grade reporting cycle at the high school level. One of the key provisions of the new policy is that re-teaching and re-assessment is offered for students who did not master the materials. This grading policy was designed to give the teacher greater flexibility in helping struggling students master the curriculum. For grades 9-12, students will receive a report card grade only at the conclusion of the first semester and the end of the year (second semester). Students receive progress report scores every third, seventh and twelfth week of each semester so parents and guardians are informed of their progress; however, these grades are considered progress reports to allow students time to

bring up their final grade. The District continues to refine the new policy for greater effectiveness by teachers and for students.

Gates Initiative at Central. The Illinois State Board of Education chose Central High School to participate with the Bill and Melinda Gates Foundation, the National Council of Chief State School Officers, and the International Center for Leadership in Education in a five-year initiative designed to take schools which are primed for success, offer them technical support, and help them become highly successful schools.

Principal Meetings. Monthly, all Principals are required to attend administrative meetings conducted by the Deputy Superintendent. One or two principals are selected to present to all other principals how they use data to monitor student performance and drive necessary instructional adjustments. These presentations are designed to share ideas, methods and strategies that are working at each campus and to receive feedback from other campus leaders. Each meetings' agenda also includes review of research journals and articles regarding effective instructional practices.

School Highlights at Board Meetings. In addition to the Principals' Meeting presentations, one school is highlighted at each Board of Education regular meeting and presents to the Board and community to provide a better understanding of the success, unique challenges and critical initiatives taking place at each school.

Professional Staff Development. Effective and meaningful professional development opportunities are critical to the successful implementation of any reform agenda. The University Chancellor has funded the Chancellor's Academy for a five year cycle. The Academy began last year and is a concentrated professional development program resulting from a partnership between the Champaign and Urbana public schools and the University of Illinois at Urbana-Champaign. The overall emphasis is on improving instruction in reading and writing, especially in elementary grades 3-5 and in middle school. Among the additions to the program this year: a focus on improving reading and writing in the teaching of science and math, hands-on teaching practice with local students, and a separate program strand for K-12 principals, running during the first week of the two-week workshop. Additionally, the District's own staff development has enjoyed a strong focus on curriculum and achievement. See Staff Development Plans, attached.

# **Exhibit H**

## **SY2006/2007 Staff Development Proposal**

### **Summer Training 2006**

<b>Type of Training</b>	<b>DATE</b>	<b>Math</b>	<b>ELA</b>	<b>Science</b>	<b>Social Science</b>	<b>Other Areas</b>
<b>New Teacher</b>	July 10-12 (Balanced Calendar) OR August 14-16 (Regular Calendar)	K-2: 7/11 or 8/15 8:00-11:00  3-5: 7/11 or 8/15 12:00-3:00  6-8: 8/14 8:00-11:00  9-12: 8/14 12:00-3:00	K-2: 7/10 or 8/14 8:00-11:00  3-5: 7/10 or 8/14 12:00-3:00  6-8: 8/15 8:00-11:00  9-12: 8/15 12:00-3:00	K-2: 7/12 or 8/16 8:00-11:00  3-5: 7/12 or 8/16 12:00-3:00  6-8: 8/14 12:00-3:00  9-12: 8/14 8:00-11:00	K-2: 7/12 or 8/16 12:00-3:00  3-5: 7/12 or 8/16 8:00-11:00  6-8: 8/15 12:00-3:00  9-12: 8/15 8:00-11:00	STEMPAQ grant – nanotechnology  6-12 AVID, Assessment and Mastery Manager Overview (All 6-12 teachers must attend one of these sessions.) 8/14: 8:00-10:00 1:00-3:00 8/15: 8:00-10:00 1:00-3:00
<b>Experienced Teacher</b>		Everyday Math Academy for Experienced Users June 12-13  CMP training June 19-23 (Michigan State) July 31-Aug. 4 (Wheeling, IL)  National E.M. Training Aug. 7-9	Pilot teacher training, June (2 days, TBD)  Summer School Training, June 3  Summer Writing Institute, July 5,6,7  Chancellor's Summer Academy, July 31-August 11			



## SIP/INSTITUTE DAYS

SUBJECT AREA	September 12 (Balanced Calendar Institute & Regular Calendar SIP)	October 30 (Balanced Calendar Institute & Regular Calendar SIP)	January 16 (Regular Calendar Institute & Balanced Calendar SIP)	March 13 (Balanced Calendar Institute)	April 17 (SIP)  K-5 Grade Level Collaboration	May 9 (SIP)
K-5 ELA	DRA 2 Training	<i>Making Meaning:</i> Session 1 of 3  Word Study in Action: Words Their Way Session 1 of 3  Units of Study Session 1 of 3  ELA Book Study Session 1 of 3	<i>Making Meaning:</i> Session 2 of 3  Word Study in Action: Words Their Way Session 2 of 3  Units of Study Session 2 of 3  ELA Book Study Session 2 of 3	<i>Making Meaning:</i> Session 3 of 3  Word Study in Action: Words Their Way Session 3 of 3  Units of Study Session 3 of 3  ELA Book Study Session 3 of 3	<i>Making Meaning:</i> Session 3 of 3  Word Study in Action: Words Their Way Session 3 of 3  Units of Study Session 3 of 3  ELA Book Study Session 3 of 3	Reading Adoption: Initial Training (K-5 teachers, literacy, and Sp.Ed teachers)
6-8 ELA	Adoption	<u>Collaboration Session #1</u>  Curriculum, Instruction, and Assessment -Updates -Reflection	<u>Collaboration Session #2</u>  <u>Content Choices #1</u> Writing Workshop  Literature Circles  ELA I Book Study -Title TBA  SS/ELA Integration	Balanced Calendar only	<u>Collaboration Session #3</u>  <u>Content Choices #2</u> Writing Workshop  Literature Circles  ELA I Book Study -Title TBA  SS/ELA Integration	<u>Collaboration Session #4</u>  Curriculum, Instruction, and Assessment -06-07 Reflection  -07-08 Planning

SUBJECT AREA	September 12 (Balanced Calendar Institute & Regular Calendar SIP)	October 30 (Balanced Calendar Institute & Regular Calendar SIP)	January 16 (Regular Calendar Institute & Balanced Calendar SIP)	March 13 (Balanced Calendar Institute)	April 17 (SIP)  K-5 Grade Level Collaboration	May 9 (SIP)
9-12 ELA	Pilot	Collaboration Session #1  Curriculum, Instruction, and Assessment -Updates -Reflection	Collaboration Session #2 -Course Collaboration  <u>Content Choices #1</u> Instructional Methodology  Critical Pedagogy  Technology in English  Book Study -Title TBA	Balanced Calendar only	Collaboration Session #3 -Course Collaboration  <u>Content Choices #2</u> Instructional Methodology  Critical Pedagogy  Technology in English  Book Study -Title TBA	Collaboration Session #4  Curriculum, Instruction, and Assessment -06-07 Reflection  -07-08 Planning
K-5 MATH	DRA 2 Training	K-2 Connecting Math and Literature for the primary classroom – session 1  Everyday Math Experienced Users – session 1 of 3  K-5 Math Book Study : <i>Math Matters: Understanding the Math you Teach</i> - Session 1 of 3	3-5 Connecting Math and Literature for the intermediate classroom – session 1  Everyday Math Experienced Users – session 2 of 3  K-5 Math Book Study : <i>Math Matters: Understanding the Math you Teach</i> -	Everyday Math Experienced Users – session 3 of 3  K-5 Math Book Study : <i>Math Matters: Understanding the Math you Teach</i> - Session 3 of 3	Everyday Math Experienced Users – session 3 of 3  K-5 Math Book Study : <i>Math Matters: Understanding the Math you Teach</i> - Session 3 of 3	

SUBJECT AREA	Session 2 of 3					
	September 12 (Balanced Calendar Institute & Regular Calendar SIP)	October 30 (Balanced Calendar Institute & Regular Calendar SIP)	January 16 (Regular Calendar Institute & Balanced Calendar SIP)	March 13 (Balanced Calendar Institute)	April 17 (SIP)  K-5 Grade Level Collaboration	May 9 (SIP)
6-12 MATH	6-8 Joint MS Science and Math meeting  9-12 Lesson Study/ Teaching the Hard Stuff and Content Area Reading Strategies Lesson Study	6-8 (2 Strands) Technology Strand: Tinkerpots  Book Study: <i>Good Questions for Math Teaching</i>  9-12 (2 Strands) Technology Strand: Geometer's Sketchpad  Lesson Study	6-8 (2 Strands) Technology Strand: CBRs and graphing calcs  Book study: <i>Good Questions for Math Teaching</i>  9-12 (2 Strands) Technology: Fathom Lesson Study		6-8 (2 Strands) Technology Strand: Graphing Calcs and their APPS  Book study: <i>Good Questions for Math Teaching</i>  9 – 12 (2 Strands) Technology: Graphing Calcs and their APPS  Lesson Study	9 - 12: Planning for 07-08: curriculum map and assessment review and updates
K-2 SCIENCE	DRA 2 Training	Best Practices & Unit Study:  K-Life on the Farm 1-Animal Habitat 2-Insects / & Sound	Best Practices & Unit Study:  K-Balls and Ramps 1-Magnets & Seeds 2-Weather Wise	Best Practices & Unit Study: K-Sand and Water/ & My Five Senses 1-Earth, Sun , Moon 2-Structures	Best Practices & Unit Study: K-Sand and Water/ & My Five Senses 1-Earth, Sun , Moon 2-Structures	
3-5 SCIENCE	DRA 2 Training	Best Practices & Unit Study: 3-Prairies 4-Animals & Environment. 5-Plants & Environment.	Best Practices & Unit Study: 3-Simple Machines 4-Light and Color 5-Matter	Best Practices & Unit Study: 3-Mystery Powders/ and Rocks to Soil 4-Electricity and Magnetism/ and Our Place in Space 5-Inventions & Reading the landscp.	Best Practices & Unit Study: 3-Mystery Powders/ and Rocks to Soil 4-Electricity and Magnetism/ and Our Place in Space 5-Inventions & Reading the landscp.	

<b>SUBJECT AREA</b>	<b>September 12 (Balanced Calendar Institute &amp; Regular Calendar SIP)</b>	<b>October 30 (Balanced Calendar Institute &amp; Regular Calendar SIP)</b>	<b>January 16 (Regular Calendar Institute &amp; Balanced Calendar SIP)</b>	<b>March 13 (Balanced Calendar Institute)</b>	<b>April 17 (SIP) K-5 Grade Level Collaboration</b>	<b>May 9 (SIP)</b>
6-8 SCIENCE	Collaboration 1: w/math teachers on measurement & Review Curriculum Maps and units	Collaboration 2: Review Curriculum Maps, units, tests	Collaboration 3: Review Curriculum Maps, units, tests		Collaboration 4: Review Curriculum Maps, units, tests	Collaboration 5: Review Curriculum Maps, units, tests
9-12 SCIENCE	Collaboration 1: Review Curriculum Maps, units, tests					
K-5 SOC. SCIENCE	DRA 2 Training	K-2 Best Practices in Social Studies—Session 1 of 3  3-5 Best Practices in Social Studies—Session 1 of 3	K-2 Best Practices in Social Studies—Session 2 of 3  3-5 Best Practices in Social Studies—Session 2 of 3	K-2 Best Practices in Social Studies—Session 3 of 3  3-5 Best Practices in Social Studies—Session 3 of 3	K-2 Best Practices in Social Studies—Session 3 of 3  3-5 Best Practices in Social Studies—Session 3 of 3	
6-12 SOC. SCIENCE	6-8 Collaboration—Session 1 of 5  9-12 Collaboration—	6-8 Collaboration—Session 2 of 5  9-12 Collaboration—	6-8 Collaboration—Session 3 of 5  9-12 Collaboration—		6-8 Collaboration—Session 4 of 5  9-12 Collaboration—	6-8 Collaboration—Session 5 of 5  9-12 Collaboration—

	Session 1 of 5	Session 2 of 5	Session 3 of 5		Session 4 of 5	Session 5 of 5
<b>SUBJECT AREA</b>	<b>September 12 (Balanced Calendar Institute &amp; Regular Calendar SIP)</b>	<b>October 30 (Balanced Calendar Institute &amp; Regular Calendar SIP)</b>	<b>January 16 (Regular Calendar Institute &amp; Balanced Calendar SIP)</b>	<b>March 13 (Balanced Calendar Institute)</b>	<b>April 17 (SIP)  K-5 Grade Level Collaboration</b>	<b>May 9 (SIP)</b>
AVID Teachers	AVID Staff Development held independent of SIP Days Schedule dates are 8/29, 9/6, 11/16, 2/1, 2/20, 4/19, 5/23, & June 25-29	AVID Staff Development held independent of SIP Days Schedule dates are 8/29, 9/6, 11/16, 2/1, 2/20, 4/19, 5/23, & June 25-29	AVID Staff Development held independent of SIP Days Schedule dates are 8/29, 9/6, 11/16, 2/1, 2/20, 4/19, 5/23, & June 25-29	AVID Staff Development held independent of SIP Days Schedule dates are 8/29, 9/6, 11/16, 2/1, 2/20, 4/19, 5/23, & June 25-29	AVID Staff Development held independent of SIP Days Schedule dates are 8/29, 9/6, 11/16, 2/1, 2/20, 4/19, 5/23, & June 25-29	AVID Staff Development held independent of SIP Days Schedule dates are 8/29, 9/6, 11/16, 2/1, 2/20, 4/19, 5/23, & June 25-29
Deans/APS/ Student Service Coordinators (SSCs)	PBIS New Team Member Training (Elem/MS)/PBF (HS)	Crisis Intervention Training/Life Space Training	Crisis Intervention/Life Space Intervention Training	Crisis Intervention Training/Life Space Intervention Training	Targeted Intervention Training for New Administrators (Elem/MS) Positive Behavior Facilitation Training (High School)	Crisis Intervention/Life Space Intervention Training
Elementary Enrichment Specialists/ Self-Contained Gifted	Self-contained: DRA Training  Enrichment: Consent Decree Update - meet with Mary Muller	"Differentiation Strategies" – meet with Mary Muller	"Identification of Gifted AA Students": Mary Ellen Leonard, ROE	Follow Elementary ELA schedule	K-5 Grade Level Collaboration	Follow Elementary ELA schedule

SUBJECT AREA	September 12 (Balanced Calendar Institute & Regular Calendar SIP)	October 30 (Balanced Calendar Institute & Regular Calendar SIP)	January 16 (Regular Calendar Institute & Balanced Calendar SIP)	March 13 (Balanced Calendar Institute)	April 17 (SIP) K-5 Grade Level Collaboration	May 9 (SIP)
ESL/ Bilingual	<u>K-5:</u> Same as K-5 ELA  <u>6-8:</u> Same as 6-8 ELA OR Same as 6-8 Math OR ELL Differentiated Instruction Module #1  <u>9-12:</u> Same as 9-12 ELA OR 9-12 Math OR ELL Differentiated Instruction Module #1	<u>K-5:</u> Same as K-5 ELA OR ELL Differentiated Instruction Module #2  <u>6-8:</u> Same as 6-8 ELA OR Same as 6-8 Math OR ELL Differentiated Instruction Module #2  <u>9-12:</u> Same as 9-12 ELA OR 9-12 Math OR ELL Differentiated Instruction Module #2	<u>K-5:</u> Same as K-5 ELA OR ELL Differentiated Instruction Module #3  <u>6-8:</u> Same as 6-8 ELA OR Same as 6-8 Math OR ELL Differentiated Instruction Module #3  <u>9-12:</u> Same as 9-12 ELA OR 9-12 Math OR ELL Differentiated Instruction Module #3		<u>K-5:</u> Same as K-5 ELA OR ELL Differentiated Instruction Module #4  <u>6-8:</u> Same as 6-8 ELA OR Same as 6-8 Math OR ELL Differentiated Instruction Module #4  <u>9-12:</u> Same as 9-12 ELA OR 9-12 Math OR ELL Differentiated Instruction Module #4	<u>K-5:</u> Same as K-5 ELA OR ELL Differentiated Instruction Module #5  <u>6-8:</u> Same as 6-8 ELA OR Same as 6-8 Math OR ELL Differentiated Instruction Module #5  <u>9-12:</u> Same as 9-12 ELA OR 9-12 Math OR ELL Differentiated Instruction Module #5
Fine Arts K-12 (Art Music, Band, Strings, Drama)	Art – Japanese Art: Stacey Gross will present about Fulbright trip	Krannert Art Museum Senegalese Art				
Literacy Specialists	Follow Elementary ELA schedule	Follow Elementary ELA schedule	Follow Elementary ELA schedule	Follow Elementary ELA schedule	Follow Elementary ELA schedule	Follow Elementary ELA schedule
Foreign Language	Revise for. lang. pages, curriculum handbook, website	Work on grant initiatives	Draft foreign language curriculum (mapping).		Draft foreign language curriculum (mapping).	Edit/revise foreign language curriculum (mapping).
SUBJECT	September 12	October 30	January 16	March 13 (Balanced	April 17 (SIP)	May 9 (SIP)

<b>AREA</b>	<b>(Balanced Calendar Institute &amp; Regular Calendar SIP)</b>	<b>(Balanced Calendar Institute &amp; Regular Calendar SIP)</b>	<b>(Regular Calendar Institute &amp; Balanced Calendar SIP)</b>	<b>Calendar Institute)</b>	<b>K-5 Grade Level Collaboration</b>	
Library Media Specialists	Spectrum Infocenter Training	University of IL Evaluating non-fiction	Meet with Mary Muller	Follow Elementary ELA schedule	University of Illinois – Best New Books, 2006	2008 Budget – meet with Mary Muller
PE K-12	AED/Red Cross CPR Training: Grade levels – Scope/Sequence activities, Discipline ideas (talk with Ecomet about this) 8:00 – 3:30	Fitness 8.0 training 1:30 – 3:30	Fitness Center visit ½ day Adventure Ed. Activities ½ day 8:00 – 3:30	Wheelchair Basketball Demo ½ day Grant Writing ½ day 8:00 – 3:30	Motivational Speaker 1:30 – 3:30	Presentation for successful activities/Wrap up for the year 1:30 – 3:30
Social Workers, Interns, Psychologists	BASC II Assessments/Report Writing	IEP Overview & Eligibility	IEP Present Levels of Performance & Goals	Attend Building Level Training	IEP Services/MDR/BIPs	Multi-Cultural Assessment
S/L Pathologists	CLEFT Palate	IEP Overview & Eligibility	IEP Present Levels of Performance & Goals	Attend Building Level Training	IEP Services/MDR/BIPs	End of Year Review

<b>SUBJECT AREA</b>	<b>September 12 (Balanced Calendar Institute &amp; Regular Calendar SIP)</b>	<b>October 30 (Balanced Calendar Institute &amp; Regular Calendar SIP)</b>	<b>January 16 (Regular Calendar Institute &amp; Balanced Calendar SIP)</b>	<b>March 13 (Balanced Calendar Institute)</b>	<b>April 17 (SIP) K-5 Grade Level Collaboration</b>	<b>May 9 (SIP)</b>
Hearing Impaired Teachers/ Interpreters	Cochlear Implants	IEP Overview & Eligibility	IEP Present Levels of Performance & Goals	Attend Building Level Training	IEP Services/MDR/BIPs	Educational Interpreters
IL Alternative Assessment Teachers	Meet w/ IAA Coordinator	IEP Overview & Eligibility	IEP Present Levels of Performance & Goals	Attend Building Level Training	IEP Services/MDR/BIPs	Reading K-5 Adoption/Transition Plans
Cross Categorical Teachers	DRA/ELA Adoption/ELA Pilot	IEP Overview & Eligibility	IEP Present Levels of Performance & Goals	Attend Building Level Training	IEP Services/MDR/BIPs	Reading K-5 Adoption/Transition Plans
OT/PT Departmental Staff	General Education Support	IEP Overview & Eligibility	IEP Present Levels of Performance & Goals	Attend Building Level Training	IEP Services/MDR/BIPs	Sensory Accommodations



### **BOARD CREDIT**

<b>Math</b>	<b>ELA</b>	<b>Science</b>	<b>Social Science</b>	<b>Cross-Curricular</b>	<b>Other Areas</b>
<p>Level 1 for new teachers (16 hours)</p> <p>Level 2 for Experienced Users:3-5 Strengthening Implementation of Everyday Math through Effective Questioning and Reflective Practice ( 16 hours)</p>	<p>6-8 Balanced Literacy 2 (16 hours)</p> <p><b>Board Credit for all teachers:</b></p> <p>Level 1 for new teachers (16 hours)</p> <p>Level 2 ELA:</p> <p>ELA 2</p> <p>Units of Study</p> <p>Bookmaking/Publishing in Units of Study</p> <p><b>Board Credit for interested buildings:</b></p> <p>Reaching the Hardest-to Teach</p>		<p>K-5 Level 2 New Unit/Action Research (16 hours)</p> <p>6-12 Level 2 Best Practices in Social Studies (16 Hours)</p>	<p>Lesson Plan Study (16 hours)</p>	

### CAMPUS ADMINISTRATOR TRAINING

DATE	Math	ELA	Science	Social Science	Cross-Curricular	Other Areas
	Lenses on Learning Module 1 for administrators who have not had training – 2 half day trainings  Lenses on Learning Module 4 – observation and supervision in a standards-based math	Administrator Academies and Collaborations: TBD 2006-07				
July 31 – August 4 2006						U of I Chancellor's Summer Academy Principals Focus Group
August 10 2006						Summer Leadership/Diversity Training
August 11 2006						Summer Leadership
September – May 2006						Twice monthly K-12 Principals meetings to update principals on

### OTHER

DATE	Math	ELA	Science	Social Science	Cross-Curricular	Other Areas
Ongoing		Continue Book Study with Pre-K  Expand Reading/Writing Project work: 2 Buildings  Introduce Champaign Writing Project work: 1 building  Ongoing training/discussions with Reading Pilot teachers  Literacy Teachers, Professional Development: ½ day per month				

### 3-YEAR STAFF DEVELOPMENT PLAN

*(building upon the 2006/2007 Plan above)*

SCHOOL YEAR	STAFF DEVELOPMENT INITIATIVE	THEME/FOCUS	TIMELINE
2007-08	<b>PreK – 12 English/Language Arts</b>		
2007-08	<ul style="list-style-type: none"> <li>PreK – Elementary ELA</li> </ul>	Elementary Reading Adoption Balanced Literacy Writing Workshops Literature Circles Multicultural Literature Collaborative Inquiry	
2007-08	<ul style="list-style-type: none"> <li>Middle School ELA</li> </ul>	Adoption Implementation Evaluation Balanced Literacy Writing Workshops Literature Circles Multicultural Literature Cross-Curricular Collaboration Critical Pedagogy Media Literacy Technology in English	
2007-08	<ul style="list-style-type: none"> <li>High School ELA</li> </ul>	High School Adoption Literature Circles Multicultural Literature Cross-Curricular Collaboration Critical Pedagogy Media Literacy Technology in English	
2007-08	<ul style="list-style-type: none"> <li>K-5 Gifted Self-contained teachers</li> <li>K-5 Elementary Enrichment teachers</li> </ul>	Elementary Reading Adoption(Differentiation strategies in ELA). Strategies for Reversing Underachievement Among Gifted	

SCHOOL YEAR	STAFF DEVELOPMENT INITIATIVE	THEME/FOCUS	TIMELINE
		African American Students (Dr. Donna Ford). Multicultural Gifted Education (Dr. Donna Ford). Removing the Mask: Giftedness in Poverty (Dr. Paul Slocumb).	
2007-08	<ul style="list-style-type: none"> <li>K-12 Librarians</li> </ul>	Multicultural Literature. Collaboration with University of Illinois College of Library Science (Choosing Non-fiction books). Best Books of 2007 (University of Illinois library staff). Collaboration with ELA staff.	
2007-08	<b>PreK – 12 MATH</b>		
2007-08	<ul style="list-style-type: none"> <li>Elementary Pre-K – 5</li> </ul>	1-Day Mentor Teacher Training ½ Day follow-up Administrative Training for Everyday Math Curriculum Academy (New Teacher Training) 2 Day Kindergarten training for new teachers Board Credit for Math Adoption Training Everyday Math Online course Family Math Nights	Summer 07  SY 07-08 Fall 07  Fall 07  SY 07-08  SY 07-08 SY 07-08
2007-08	<ul style="list-style-type: none"> <li>Middle School Math</li> </ul>	Make-it Take-it Workshop CMP2 (Connected Math Project) 1-Day Mentor Teacher Training Curriculum Academy Training for New Teachers Tinkerplots & Graphing Calculator Modified Lesson/Book Study Collaboration with Urbana, Peoria,	Summer 07 Summer 07 Summer 07 Fall 07  SY 07-08 SY 07-08 SY 07-08

SCHOOL YEAR	STAFF DEVELOPMENT INITIATIVE	THEME/FOCUS	TIMELINE
		Springfield & Decatur Middle Schools CMP2 User Conference Family Math Nights Board Credit Lesson Study PBS Online courses	Feb 08 SY 07-08 SY 07-08 SY 07-08
2007-08	<ul style="list-style-type: none"> <li>High School Math</li> </ul>	1-Day Mentor Teacher Training Fathom, Graphing Calculator, Geometer's Sketchpads Lesson Study/Book Study 1 day follow-up in-service from Glencoe Math Consultant IMSP Nano-Technology (Start year 1 of 3 year grant) Four ½ Day Administrative Training Sessions (CMP2) NCTM Conference Board Credit Courses PBS Online courses	Summer 07  SY 07-08 SY 07-08 Fall 07  SY 07-08  SY 07-08 SY 07-08 SY 07-08
2007-08	K-12 Science		
2007-08	<ul style="list-style-type: none"> <li>K-2 Science</li> </ul>	Best practices integrating Math, Reading, Writing, and Science; using data systemically to improve curriculum and instruction	SIP/DIP
2007-08	<ul style="list-style-type: none"> <li>3-5 Science</li> </ul>	Best practices integrating Math, Reading, Writing, and Science; using data systemically to improve curriculum and instruction	SIP/DIP
2007-08	<ul style="list-style-type: none"> <li>6-8 Science</li> </ul>	Best practices integrating Math, Reading, Writing, and Science; using data systemically to improve curriculum and instruction	SIP/DIP

2007-08	<b>K-12 Social Studies</b>		
2007-08	• K-5 Social Studies	Best practices integrating Math, Reading, Writing, and Social Studies; using data systemically to improve curriculum and instruction	SIP/DIP
2007-08	• 6-12 Social Studies	Best practices integrating Math, Reading, Writing, and Social Studies; using data systemically to improve curriculum and instruction	SIP/DIP
2007-08	<b>K-12 Art</b>		
2007-08	• K-12 Art	Research and discuss a data-driven Art program; update curriculum to fit district curriculum format	SIP/DIP
2007-08	<b>K-12 Music</b>		
2007-08	• K-12 Music	Research and discuss a data-driven Music program; update curriculum to fit district curriculum format	SIP/DIP
2007-08	<b>6-12 Counselors</b>		
2007-08	• 6-12 Counselors	Develop and implement best-practice programs on counseling African American students; develop key indicators of a successful counseling program	SIP/DIP
2007-08	<b>Special Education Department</b>		
2007-08	• Psychologists	Consent Decree (Targets & Action Plan) New SPED Rules & Regulations: Implications for Practice IEP Compliance Review Response to Intervention/BST Racial Justice/Social Equity Training	1 <sup>st</sup> SIP/DIP Day  2 <sup>nd</sup> SIP/DIP Day  3 <sup>rd</sup> SIP/DIP Day 4 <sup>th</sup> SIP/DIP Day 5 <sup>th</sup> SIP/DIP Day

2007-08	<ul style="list-style-type: none"> <li>Speech &amp; Language</li> </ul>	Consent Decree (Targets & Action Plan) New SPED Rules & Regulations: Implications for Practice IEP Compliance Review Assistive Technology Racial Justice/Social Equity Training	1 <sup>st</sup> SIP/DIP Day  2 <sup>nd</sup> SIP/DIP Day  3 <sup>rd</sup> SIP/DIP Day 4 <sup>th</sup> SIP/DIP Day 5 <sup>th</sup> SIP/DIP Day
2007-08	<ul style="list-style-type: none"> <li>OT/PT</li> </ul>	Consent Decree (Targets & Action Plan) New SPED Rules & Regulations: Implications for Practice IEP Compliance Review Sensory Integration Racial Justice/Social Equity Training	1 <sup>st</sup> SIP/DIP Day  2 <sup>nd</sup> SIP/DIP Day  3 <sup>rd</sup> SIP/DIP Day 4 <sup>th</sup> SIP/DIP Day 5 <sup>th</sup> SIP/DIP Day
2007-08	<ul style="list-style-type: none"> <li>Hearing Impaired</li> </ul>	Consent Decree (Targets & Action Plan) New SPED Rules & Regulations: Implications for Practice IEP Compliance Review Assistive Technology Racial Justice/Social Equity Training	1 <sup>st</sup> SIP/DIP Day  2 <sup>nd</sup> SIP/DIP Day  3 <sup>rd</sup> SIP/DIP Day 4 <sup>th</sup> SIP/DIP Day 5 <sup>th</sup> SIP/DIP Day
2007-08	<ul style="list-style-type: none"> <li>Social Workers</li> </ul>	Consent Decree (Targets & Action Plan) New SPED Rules & Regulations: Implications for Practice IEP Compliance Review Response to Intervention/BST Family Outreach Activities	1 <sup>st</sup> SIP/DIP Day  2 <sup>nd</sup> SIP/DIP Day  3 <sup>rd</sup> SIP/DIP Day 4 <sup>th</sup> SIP/DIP Day 5 <sup>th</sup> SIP/DIP Day

2007-08	<ul style="list-style-type: none"> <li>Special Education Teachers, Early Childhood</li> </ul>	Consent Decree (Targets & Action Plan) New SPED Rules & Regulations: Implications for Practice IEP Compliance Review Response to Intervention/BST Supervising Paraprofessionals	1 <sup>st</sup> SIP/DIP Day 2 <sup>nd</sup> SIP/DIP Day 3 <sup>rd</sup> SIP/DIP Day 4 <sup>th</sup> SIP/DIP Day 5 <sup>th</sup> SIP/DIP Day
2007-08	<ul style="list-style-type: none"> <li>Special Education Teachers, Elementary</li> </ul>	Consent Decree (Targets & Action Plan) New SPED Rules & Regulations: Implications for Practice IEP Compliance Review Response to Intervention/BST Supervising Paraprofessionals	1 <sup>st</sup> SIP/DIP Day 2 <sup>nd</sup> SIP/DIP Day 3 <sup>rd</sup> SIP/DIP Day 4 <sup>th</sup> SIP/DIP Day 5 <sup>th</sup> SIP/DIP Day
2007-08	<ul style="list-style-type: none"> <li>Special Education Teachers, Secondary</li> </ul>	Consent Decree (Targets & Action Plan) New SPED Rules & Regulations: Implications for Practice IEP Compliance Review Response to Intervention/BST Racial Justice/Social Equity Training	1 <sup>st</sup> SIP/DIP Day 2 <sup>nd</sup> SIP/DIP Day 3 <sup>rd</sup> SIP/DIP Day 4 <sup>th</sup> SIP/DIP Day 5 <sup>th</sup> SIP/DIP Day
2007-08	<ul style="list-style-type: none"> <li>Paraprofessionals</li> </ul>	Consent Decree (Targets & Action Plan) New SPED Rules & Regulations: Implications for Practice IEP Compliance Review Daily Implementation of Adaptations & Modifications Student, Community, & Family Communication	1 <sup>st</sup> SIP/DIP Day 2 <sup>nd</sup> SIP/DIP Day 3 <sup>rd</sup> SIP/DIP Day 4 <sup>th</sup> SIP/DIP Day 5 <sup>th</sup> SIP/DIP Day



<b>2007-08</b>	<b>ESL/Bilingual Education</b>		
<b>2007-08</b>	<ul style="list-style-type: none"> <li>Elementary</li> </ul>	Oral Language & Vocabulary Development Balanced Literacy in L <sub>1</sub> & L <sub>2</sub> Sheltered Instruction Observation Protocol (SIOP) Content Reading & Writing Collaborative Inquiry Program Guideline Updates	1 <sup>st</sup> SIP/DIP Day  2 <sup>nd</sup> SIP/DIP Day 3 <sup>rd</sup> SIP/DIP Day  4 <sup>th</sup> SIP/DIP Day 5 <sup>th</sup> SIP/DIP Day Monthly Meetings
<b>2007-08</b>	<ul style="list-style-type: none"> <li>Secondary</li> </ul>	Receptive & Expressive Language Development Cognitive Academic Language Proficiency (CALP) Sheltered Instruction Observation Protocol (SIOP) Technology & Second Language Acquisition Collaborative Inquiry Program Guideline Updates	1 <sup>st</sup> SIP/DIP Day  2 <sup>nd</sup> SIP/DIP Day  3 <sup>rd</sup> SIP/DIP Day  4 <sup>th</sup> SIP/DIP Day  5 <sup>th</sup> SIP/DIP Day Monthly Meetings
<b>2007-08</b>	<b>Deans/APs/ Student Service Coordinators</b>		
<b>2007-08</b>	<ul style="list-style-type: none"> <li>Deans/APs/ SSCs</li> </ul>	Crisis Intervention Training For New Administrators/Positive Behavior Facilitation (PBF) for new teachers/PBIS New Team Member Training/ Targeted Intervention/Wraparound Training	SIP/DIP Days/ Summer Sessions/Evenings and Weekends (PBF)
<b>2007-08</b>	<b>AVID</b>		
<b>2007-08</b>	<ul style="list-style-type: none"> <li>AVID</li> </ul>	Summer Institute [Austin, TX] Start-up Orientation for New Teachers AVID Administrative Trainings Tutor Training Qtrly. Mtgs/Consultant Trainings	June Fall 07  SY 07-08 Fall 07 SY 07-08

2007-08	<b>Administrative Training</b>		
2007-08	<ul style="list-style-type: none"> <li>Chancellors Summer Academy Principals Focus Group</li> </ul>	Literacy	TBA
2007-08	<ul style="list-style-type: none"> <li>Summer Leadership</li> </ul>	Administrative training for school year start-up	August 9 & 10, 2007
2007-08	<ul style="list-style-type: none"> <li>K-12 Principals' Meeting</li> </ul>	Update Principals on District issues	1 <sup>st</sup> & 3 <sup>rd</sup> Tuesday of each Month (September – May)
2008 - 09	<b>PreK – 12 English/Language Arts</b>		
2008 – 09	<ul style="list-style-type: none"> <li>PreK – Elementary ELA</li> </ul>	Adoption Implementation Evaluation Balanced Literacy Writing Workshops Literature Circles Multicultural Literature Collaborative Inquiry	
2008 – 09	<ul style="list-style-type: none"> <li>Middle School ELA</li> </ul>	Balanced Literacy Writing Workshops Literature Circles Multicultural Literature Cross-Curricular Collaboration Critical Pedagogy Media Literacy Technology in English	
2008 – 09	<ul style="list-style-type: none"> <li>High School ELA</li> </ul>	Adoption Implementation Evaluation Literature Circles Multicultural Literature Cross-Curricular Collaboration Critical Pedagogy Media Literacy Technology in English	

2008 - 09	<ul style="list-style-type: none"> <li>K-5 Gifted Self-contained teachers</li> <li>K-5 Elementary Enrichment Teachers</li> </ul>	Differentiation Strategies Across the Curriculum. Alternative Assessment Techniques. Multicultural Gifted Education (Dr. Donna Ford). <i>Strategies for Reversing Underachievement Among Gifted African American Students (Dr. Donna Ford)</i>	
2008 - 09	<ul style="list-style-type: none"> <li>K-12 Librarians</li> </ul>	Multicultural Literature. Collaboration with ELA staff. Best Books of 2008 (University of Illinois library staff). Integrating Literacy Across the Curriculum.	
2008 - 09	<b>PreK - 12 MATH</b>		
2008 - 09	<ul style="list-style-type: none"> <li>Elementary Pre-K - 5</li> </ul>	1-Day Mentor Teacher Training ½ Day follow-up Administrative Training for Everyday Math Curriculum Academy (New Teacher Training) 2 Day Kindergarten training for new teachers Board Credit for Math Adoption Training Everyday Math Online course Family Math Nights	Summer 08  SY 08-09 Fall 08  Fall 08  SY 08-09  SY 08-09 SY 08-09
2008 - 09	<ul style="list-style-type: none"> <li>Middle School Math</li> </ul>	Make-it Take-it Workshop 1-Day Mentor Teacher Training Curriculum Academy Training for New Teachers Tinker plots & Graphing Calculator Modified Lesson/Book Study	Summer 08 Summer 08 Fall 08  SY 08-09 SY 08-09

		CMP2 User Conference Family Math Nights Board Credit Lesson Study PBS Online courses	Feb 09 SY 08-09 SY 08-09 SY 08-09
2008 – 09	<ul style="list-style-type: none"> <li>High School Math</li> </ul>	1-Day Mentor Teacher Training Fathom, Graphing Calculator, Geometer's Sketchpads Lesson Study/Book Study 1 day follow-up in-service from Glencoe Math Consultant IMSP Nano-Technology (Start year 1 of 3 year grant) Four ½ Day Administrative Training Sessions (CMP2) NCTM Conference Board Credit Courses PBS Online courses	Summer 08 SY 08-09  SY 08-09 Fall 08  SY 08-09  SY 08-09 SY 08-09 SY 08-09
2008 – 09	<b>K-12 Science</b>		
2008 – 09	<ul style="list-style-type: none"> <li>K-2 Science</li> </ul>	Continue best practices integrating Math, Reading, Writing, and Science; using data systemically to improve curriculum and instruction; system overview of Science	SIP/DIP
2008 – 09	<ul style="list-style-type: none"> <li>3-5 Science</li> </ul>	Continue best practices integrating Math, Reading, Writing, and Science; using data systemically to improve curriculum and instruction; system overview of Science	SIP/DIP
2008 – 09	<ul style="list-style-type: none"> <li>6-8 Science</li> </ul>	Continue best practices integrating Math, Reading, Writing, and Science; using data systemically to improve curriculum and instruction; system overview of Science	SIP/DIP

2008 – 09	<ul style="list-style-type: none"> <li>9-12 Science</li> </ul>	Continue best practices integrating Math, Reading, Writing, and Science; using data systemically to improve curriculum and instruction; system overview of Science	SIP/DIP
2008 – 09	<b>K-12 Social Studies</b>		
2008 – 09	<ul style="list-style-type: none"> <li>K-5 Social Studies</li> </ul>	Continue best practices integrating Math, Reading, Writing, and Social Studies; using data systemically to improve curriculum and instruction; system overview of Social Studies	SIP/DIP
2008 – 09	<ul style="list-style-type: none"> <li>6-12 Social Studies</li> </ul>	Continue best practices integrating Math, Reading, Writing, and Social Studies; using data systemically to improve curriculum and instruction; system overview of Social Studies	SIP/DIP
2008 – 09	<b>K-12 Art</b>		
2008 – 09	K-12 Art	Develop and implement district assessments in Art	SIP/DIP
2008 – 09	<b>K-12 Music</b>		
2008 – 09	K-12 Music	Develop and implement district assessments in Music	SIP/DIP
2008 – 09	<b>6-12 Counselors</b>		
2008 – 09	6-12 Counselors	Review and discuss data on key indicators of success; review research literature on areas of concern identified through data analysis	SIP/DIP

<b>2008 – 09</b>	<b>Special Education Department</b>		
<b>2008 - 09</b>	<ul style="list-style-type: none"> <li>Psychologists</li> </ul>	Consent Decree (Targets & Action Plan) Review & Revise Sped Criteria IEP Compliance Review Therapeutic Crisis Intervention: De-Escalation Multi-Cultural Assessment	1 <sup>st</sup> SIP/DIP Day  2 <sup>nd</sup> SIP/DIP Day 3 <sup>rd</sup> SIP/DIP Day 4 <sup>th</sup> SIP/DIP Day  5 <sup>th</sup> SIP/DIP Day
<b>2008 – 09</b>	<ul style="list-style-type: none"> <li>Speech &amp; Language</li> </ul>	Consent Decree (Targets & Action Plan) Review & Revise Sped Criteria IEP Compliance Review Whole Class Language Development Activities Multi-Cultural Assessment	1 <sup>st</sup> SIP/DIP Day  2 <sup>nd</sup> SIP/DIP Day 3 <sup>rd</sup> SIP/DIP Day 4 <sup>th</sup> SIP/DIP Day  5 <sup>th</sup> SIP/DIP Day
<b>2008 – 09</b>	<ul style="list-style-type: none"> <li>OT/PT</li> </ul>	Consent Decree (Targets & Action Plan) Review & Revise Sped Criteria IEP Compliance Review Review Service Delivery Manual Multi-Cultural Assessment	1 <sup>st</sup> SIP/DIP Day  2 <sup>nd</sup> SIP/DIP Day 3 <sup>rd</sup> SIP/DIP Day 4 <sup>th</sup> SIP/DIP Day 5 <sup>th</sup> SIP/DIP Day
<b>2008 – 09</b>	<ul style="list-style-type: none"> <li>Hearing Impaired</li> </ul>	Consent Decree (Targets & Action Plan) Review & Revise Sped Criteria IEP Compliance Review Implications of Medical Advancements Multi-Cultural Assessment	1 <sup>st</sup> SIP/DIP Day  2 <sup>nd</sup> SIP/DIP Day 3 <sup>rd</sup> SIP/DIP Day 4 <sup>th</sup> SIP/DIP Day  5 <sup>th</sup> SIP/DIP Day

2008 – 09	<ul style="list-style-type: none"> <li>Social Workers</li> </ul>	Consent Decree (Targets & Action Plan) Review & Revise Sped Criteria IEP Compliance Review Therapeutic Crisis Intervention: De-Escalation Multi-Cultural Assessment	1 <sup>st</sup> SIP/DIP Day  2 <sup>nd</sup> SIP/DIP Day 3 <sup>rd</sup> SIP/DIP Day 4 <sup>th</sup> SIP/DIP Day  5 <sup>th</sup> SIP/DIP Day
2008 - 09	<ul style="list-style-type: none"> <li>Special Education Teachers, Early Childhood</li> </ul>	Consent Decree (Targets & Action Plan) Review & Revise Sped Criteria IEP Compliance Review Therapeutic Crisis Intervention: De-Escalation Multi-Cultural Assessment	1 <sup>st</sup> SIP/DIP Day  2 <sup>nd</sup> SIP/DIP Day 3 <sup>rd</sup> SIP/DIP Day 4 <sup>th</sup> SIP/DIP Day  5 <sup>th</sup> SIP/DIP Day
2008 – 09	<ul style="list-style-type: none"> <li>Special Education Teachers, Elementary</li> </ul>	Consent Decree (Targets & Action Plan) Review & Revise Sped Criteria IEP Compliance Review Therapeutic Crisis Intervention: De-Escalation Racial Justice/Social Equity Training	1 <sup>st</sup> SIP/DIP Day  2 <sup>nd</sup> SIP/DIP Day 3 <sup>rd</sup> SIP/DIP Day 4 <sup>th</sup> SIP/DIP Day  5 <sup>th</sup> SIP/DIP Day
2008 – 09	<ul style="list-style-type: none"> <li>Special Education Teachers, Secondary</li> </ul>	Consent Decree (Targets & Action Plan) Review & Revise Sped Criteria IEP Compliance Review Therapeutic Crisis Intervention: De-Escalation Effective Co-Teaching Strategies	1 <sup>st</sup> SIP/DIP Day  2 <sup>nd</sup> SIP/DIP Day 3 <sup>rd</sup> SIP/DIP Day 4 <sup>th</sup> SIP/DIP Day  5 <sup>th</sup> SIP/DIP Day

2008 – 09	AVID		
2008 – 09	<ul style="list-style-type: none"> <li>AVID</li> </ul>	Summer Institute [Austin, TX] Start-up Orientation for New Teachers AVID Administrative Trainings Tutor Training Quarterly Meetings/Consultant Trainings	June Fall 08  SY 08-09 Fall 08 SY 08-09
2008 – 09	Administrative Training		
2008 – 09	<ul style="list-style-type: none"> <li>Chancellors Summer Academy Principals Focus Group</li> </ul>	Literacy	TBA
2008 – 09	<ul style="list-style-type: none"> <li>Summer Leadership</li> </ul>	Administrative training for school year start-up	August 7 & 8, 2007
2008 - 09	<ul style="list-style-type: none"> <li>K-12 Principals' Meeting</li> </ul>	Update Principals on District issues	1 <sup>st</sup> & 3 <sup>rd</sup> Tuesday of each Month (September – May)



# **Exhibit I**

## **Attendance Improvement**

During the 2002-2003 school year, the District created an Attendance Improvement Committee consisting of teachers, administrators, a Board member, and members of the community to determine the best approaches to improving attendance. One of the major issues identified as a critical need for improving attendance centered on the District's limited staff availability to visit homes of families to provide outreach services and build positive relationships. In response, the District added a full time Attendance Improvement Specialist position for the 2003-2004 school year. This person went on home visits to the families of the District's most chronically truant students. It became clear that with over 9000 students, the District needed more personnel to assist. For the 2004-2005 school year, the District applied for a competitive Truants Alternative Optional Education Program (TAOEP) Grant through the State. The District was awarded the \$236,445 grant, and with these funds, added 4.5 Attendance Outreach Workers (AOWs) to assist with home visits and outreach services (Education Equity Improvement Plan Section D, 32). In addition, the District added the NOVEL credit recovery program as another measure to reduce the dropout rate.

The TAOEP Program, now in its third year of implementation, requires District staff to work with students subject to compulsory school attendance that are absent for the school day or a portion of the school day without proper permission. Students are considered chronically truant if absent for 10% or more of the previous academic year without permission. Dropouts consist of those students no longer attending school, while potential dropouts are those students with an attendance problem (chronic truancy, truancy, tardiness, selective absenteeism or excessive absenteeism) that interferes with academic learning. Aside from these definitions, a number of indicators exist for the identification of these students, as well as those classified as potential dropouts. Teachers at all grade levels throughout the district are taught some of the indicators for potential dropouts in order to provide earlier intervention and support to students. These indicators include: poor academic performance, lack of motivation to achieve, tardiness, absenteeism, low-income family, inability to hold a job or family's dependence on the student's employment, teen pregnancy, alcohol/drug abuse, high mobility rate, behavioral incidents, emotional and social problems. Educational services through the Champaign Unit 4 TAOEP will be offered to eligible students with some form of attendance problem. To determine effectiveness, data is recorded by the AOWs daily. A report containing information regarding student contacts, parent contacts, home visits, and meetings attended is submitted quarterly to the administration. One indicator tracks the attendance rate of an eligible student prior to and after interventions have taken place. The two rates are compared for analysis. Over the past two years of implementation, the program has resulted in approximately 70% of 888 students improving their attendance. In addition, the credit recovery program resulted in 13 African American students graduating on time. This resulted in an increase in African American graduation rate by 3.8% in 2005 and 3.6% in 2006.

Responding to suggestions to involve community members in the efforts to increase student attendance, the District implemented the first-ever Attendance Improvement Volunteer program in February 2006 which allowed community members an opportunity to help with students and families. The program did not produce many volunteers, and the District will explore new avenues to inform the community and promote the volunteer program. For example, efforts to collaborate with the Ministerial Alliance and the Urban League were pursued in the spring of 2006.

In May of 2006, at the request of the Court Monitor, the District formed an Attendance Improvement Task Force to focus on specific issues related to improving the African American attendance rate. While TAOEP focuses on chronically absent students, the Task Force is much broader in scope. The Task Force was charged with amending the District's current Attendance Improvement Plan to include specific tasks targeting African Americans and community involvement initiatives (Education Equity Improvement Plan Section D, 31). The composition of the Task Force includes a parent, a student, a Plaintiff representative, a member of the Champaign Urbana Ministerial Alliance, principals from each level, a social worker, the Title I Parent Coordinator, the Administrator for Special Projects, the Interim Director of Pupil Services, the Director of the Family Information Center, and three Attendance Improvement staff. The Task Force met during the summer and will meet monthly during SY2007. The Task Force will be continually charged with determining what is working and what needs to be modified to improve attendance.

The Attendance Improvement Plan (attached here) was updated by the Attendance Improvement Task Force and builds upon the attendance initiatives and action steps in the Education Equity Implementation Plan and the District's Strategic Plan. Highlights of the plan include increasing community involvement through the Ministerial Alliance and other community organizations, holding student forums that focus on issues African American students face which may impact attendance, recruiting Attendance Improvement Volunteers, piloting a check-and-connect system at the secondary level, and conducting parent forums in the community to discuss attendance issues.

The Attendance Improvement Task Force also updated procedures (attached here) for each school's Attendance Improvement Team to follow. The Administrator for Special Projects will develop a system to monitor and audit school level compliance with District attendance improvement procedures and to measure the efficacy of those procedures.

Other initiatives the District will implement during SY2007 include setting specific building attendance goals during each principal's evaluation (Education Equity Improvement Plan Section D, 38), adding standing agenda items regarding attendance issues to monthly meetings (principals, deans/student service coordinators, social workers, and counselors), implementing the Phone Master automatic call out system to assist with parent notification of attendance issues (Education Equity Improvement Plan Section D, 33), re-implementing an incentive program utilizing District funds that were cut the previous year due to budget constraints (Education Equity Improvement Plan Section D, 37), and requiring principals to step up their efforts to improve attendance on a building-wide level.

# ATTENDANCE IMPROVEMENT ACTION STEPS

Strategic Plan Number 2.3.4  
Organizational Strategy 1

<b>Organizational Strategy 1:</b> <u>We will collaborate with the community and community organizations to improve attendance of all students.</u>						
<b>Specific Results:</b> Systems will be in place to ensure efficient and effective coordination between the school district and community organizations						
<b>Identified Link/Data Source:</b> Superintendent Goals, Dr. Peterkin's Monitoring Report, Consent Decree Equity Implementation Plan, Dr. Aber's School Climate Study, No Child Left Behind				<b>Resources Needed/Funding Source:</b> Local Funds		
<b>Evaluation Design</b>						
<b>Formative:</b> Quarterly updates submitted to Board of Education and Court Monitors						
<b>Summative:</b> Increase in attendance rates for all students						
Step #	Action Steps	Assigned to:	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
1.1	Establish an attendance improvement committee which addresses strategies to increase attendance and reduce dropouts	Director, Info and Inst Tech	Nov 2002	Monthly	Ongoing	Ongoing
1.2	Establish district-wide incentives to improve attendance	Director, Info and Inst Tech	Sept 2006	Monthly	Dec 2006	Ongoing
1.3	Contact Ministerial Alliance members to discuss attendance improvement	Director, Info and Inst Tech	Sept 2005	Dec 2005	Sept 2006	
1.4	Work with student groups to determine appropriate types of incentives for attendance improvement/perfect attendance	Principals	Mar 2005	Dec 2005	Mar 2006	Mar 2006
1.5	Pursue possibility of District Nurses to educate African American students regarding health issues that may be keeping them out of school (i.e., asthma medication use, etc.)	Leadership Team, Assistant Supt HR	Sept 2006	Nov 2006	Apr 2007	
1.6	Arrange for a Mobile Clinic to come to the schools to address immunizations needs (which predominantly affects African American students).	Director Family Information Center, Director Info and Inst Tech	Jul 2006	Aug 2006	Annual	Annual
1.7	Create a list of tips for parents to improve attendance	Attendance Improvement Committee	Sept 2005	Oct 2005	Annual	Annual
1.8	Create an Organizational Action Brochure to disseminate to business and church leaders	Attendance Improvement Committee	Sept 2005	Oct 2005	Annual	Annual

Step #	Action Steps	Assigned to:	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
1.9	Contact television stations to announce attendance improvement initiatives	Asst Supt HR and Comm Relations	Oct 2006	Jan 2007	April 2007	
1.10	Contact public television station to run an announcement regarding attendance improvement	Asst Supt HR and Comm Relations	Oct 2006	Jan 2007	April 2007	
1.11	Create Attendance billboards to advertise the Attendance Program. (over 50% to be placed in North end of Champaign)	District Attendance Improvement Specialist	May 2005	Sept 2005, 2006	Sept 2006	
1.12	Conduct an annual "Attendance Improvement" poster contest. Select winners to be placed on billboards throughout the community.	District Attendance Improvement Specialist	May 2005	Sept 2005, 2006	Sept 2006	
1.13	Contact radio stations to run announcement regarding attendance improvement	Asst Supt HR and Comm Relations	Oct 2006	Feb 2007	Mar 2007	
1.14	Develop a letter to parents to emphasize attendance improvement	Attendance Improvement Committee	Oct 2006	Dec 2006	Jan 2007	
1.15	Provide parent education workshops to discuss ways to assist the family in improving their child's attendance	Attendance Improvement Committee	Nov 2006	Jan 2007	Mar 2007	
1.16	Establish business partnerships to solicit donations for attendance incentives	Director, Info and Inst Tech Attendance Outreach Workers	Sept 2005	Monthly	Ongoing	Ongoing
1.17	Conduct parent surveys to determine issues that increase absenteeism.	Director, Info and Inst Tech Attendance Improvement Specialist	Sept 2006	Dec 2006	Jan 2007	
1.18	Recruit Attendance Improvement Volunteers from the community to work with students	Attendance Outreach Workers	Feb 2005	Nov 2005	Feb 2006	Ongoing
1.19	Involve youth groups to help address truancy issues in Unit 4	Attendance Outreach Workers	Sept 2006	Nov 2006	Dec 2006	

1.20	Hold Student Forums to identify and address concerns and make recommendations to the District for improvement. Focus on African American males.	Attendance Outreach Workers	Sept 2005	Jan 2006	Sept 2006	
1.21	Formulate an Attendance Improvement Task Force to focus on improving attendance for African American students.	Director, Info and Inst Tech	May 2006	June 2006	Aug 2006	

# ATTENDANCE IMPROVEMENT ACTION STEPS

Strategic Plan Number 2.3.4  
Organizational Strategy 2

<b>Organizational Strategy 2:</b>		<u>We will implement procedures for staff to follow to improve attendance for all students.</u>				
<b>Specific Results:</b>		Procedures will be established, implemented, and monitored to ensure efficient and effective attendance tracking.				
<b>Identified Link/Data Source:</b>		<b>Resources Needed/Funding Source:</b>				
Superintendent Goals, Dr. Peterkin's Monitoring Report, Consent Decree		Local Funds				
Equity Implementation Plan, Dr. Aber's School Climate Study, No Child Left Behind						
<b>Evaluation Design</b>						
<b>Formative:</b>		Updates submitted to Board of Education and Court Monitors				
<b>Summative:</b>		Increase in attendance rates for all students, increase in data integrity				
Step #	Action Steps	Assigned to:	Start Date	Progress Check Dates:	Due Date:	Completed Date:
2.1	Implement attendance monitoring system	Director, Info and Inst Tech	Mar 2003	Mar 2003	Apr 2003	Jun 2003
2.2	Develop dropout reduction strategies to reduce the dropout rate, particularly for African-American males	Attendance Improvement Committee	Sept 2005	Quarterly	Ongoing	Ongoing
2.3	Following analysis of monthly data when a decrease is observed, work with Principals to develop an immediate attendance improvement initiative to target the next few months	Director, Info and Inst Tech Director Facilities	Sept 2006	Oct, Nov 2007	Feb 2007	
2.4	Work with curriculum department to increase interest in the curriculum	Deputy Supt	Sept 2005	Ongoing	Ongoing	
2.5	Encourage 4th grade get their physical early before going to 5th grade Encourage 8th grade get their physical early before going to 9th grade	Principals	Aug 2006	Sept, Oct 2006	Oct 2006	
2.6	Apply for a competitive Truants Alternative Optional Education grant through the state to add five extra staff to conduct home visits and establish relationships with the families of truant, chronic truant, and potential dropouts.	Director, Info and Inst Tech	May 2004	July 2004	Aug 2004	Aug 2004
2.7	Provide a credit recovery program for potential dropouts.	Director, Info and Inst Tech	Nov 2004	May 2005	Annual	Annual

Step #	Action Steps	Assigned to:	Start Date	Progress Check Dates:	Due Date:	Completed Date:
2.8	Require attendance staff to provide outreach services to truant, chronic truant, and potential dropouts.	Director, Info and Inst Tech	Nov 2004	Quarterly	Ongoing	Ongoing
2.9	Require attendance staff to attend community outreach meetings such as CFAT to improve attendance for African American students.	Director, Info and Inst Tech	Nov 2005	Monthly	Ongoing	Ongoing
2.10	Require principals to design and implement an attendance improvement incentive program each year	Dept Supt, Assistant Supt Pupil Service, Dir Equity and Ach	Aug 2006	Oct 2006	Dec 2006	
2.11	Require Principals to analyze their data and develop a strategy to target a different reason for missing school each month	Dept Supts	Sept 2006	Monthly	Jan 2007	
2.12	Add Attendance Improvement standing agenda item to monthly meetings with principals, deans, student service coordinators, social workers, and counselors.	Director, Info and Inst Tech Director Facilities	Sept 2006	Monthly	Monthly	
2.13	Modify Pentamation to generate attendance letters	Director, Info and Inst Tech Director Data Management	Oct 2006	Nov 2006	Dec 2006	
2.14	Implement Phone Master automated dialing program to call parents whenever a child reaches a set number of tardies during the year.	Director, Info and Inst Tech	Oct 2006	Dec 2006	Feb 2007	
2.15	Pilot Check & Connect at all secondary campuses	TAOEP Coord	Sept 2006	Oct 2006	Dec 2006	
2.16	Expand the "Thinking Straight A's Program" at all secondary campuses.	TAOEP Staff	Sept 2006	Dec 2006	Jan 2007	



# ATTENDANCE IMPROVEMENT ACTION STEPS

Strategic Plan Number 2.3.4  
Organizational Strategy 3

<b>Organizational Strategy 3:</b> <u>We will monitor data monthly to determine trends and develop action plans to address discrepancies.</u>						
<b>Specific Results:</b> Data will be monitored to identify targeted areas to ensure that attendance of all students improves.						
<b>Identified Link/Data Source:</b> Superintendent Goals, Dr. Peterkin's Monitoring Report, Consent Decree Equity Implementation Plan, Dr. Aber's School Climate Study, No Child Left Behind			<b>Resources Needed/Funding Source:</b> Local Funds			
<b>Evaluation Design</b>						
<b>Formative:</b> Updates submitted to Board of Education and Court Monitors						
<b>Summative:</b> Increase in attendance rates for all students, increase in data integrity						
Step #	Action Steps	Assigned to:	Start Date:	Progress Check Dates:	Due Date:	Completed Date:
3.1	Generate monthly Datamarts for each campus	Director, Info and Inst Tech	Nov 2002	Mar 2003	Ongoing	Ongoing
3.2	Monitor attendance data monthly by race and socio-economic status	Principals/ Dept Supt/ Director, Info & Inst Tech	Jan 2003	Monthly	Ongoing	Ongoing
3.3	Coordinate monthly with Attendance Improvement Teams to develop and implement strategies to address identified trends and discrepancies in the data, particularly for African American students. Report back to Attendance Improvement Task Force.	Principals	Sept 2006	Oct 2006	Dec 2006	
3.4	Establish district-wide incentives to improve attendance focusing on African American students	Director, Info and Inst Tech/ Principals	Sept 2006	Nov 2006	Ongoing	
3.5	Investigate the possibility of generating weekly attendance reports to monitor school and classroom attendance	Director, Info & Inst Tech Director Data Management	Sept 2006	Oct 2006	Nov 2006	
3.6	Notify parents of absences monthly, indicating the average number of days missed per student	Director, Info & Inst Tech/ Principals Director Data Management	Sept 2006	Oct 2006	Ongoing	

3.7	Create Cognos reports for African American attendance clusters (i.e., students that walk, asthma, pregnancy, teen parents, etc.)	Director Data Management	Sept 2006	Oct 2006	Sept 2006	
3.8	Create monthly Cognos attendance error reports to ensure data integrity	Director Data Management	Sept 2006	Oct 2006	Sept 2006	

## **ATTENDANCE IMPROVEMENT STRATEGIES FOR UTILIZATION BY ATTENDANCE IMPROVEMENT TEAM AND STUDENT SERVICES COORDINATORS**

**Time Management Training** that includes helping students and parents problem solve issues that interfere with attendance and tardiness. This can be accomplished through home visits with students/families. Time Management resources would include making sure students have alarm clocks, watches, and bus passes/ transportation to and from school. Time Management training could be offered individually or in small groups to students and/or parents by the Attendance Improvement Team member or Unit IV staff. Students who participate in training would receive credit towards hours missed.

**Anger Management/Social Skills Training** that includes helping students and parents problem solve issues that interfere with attendance and academic performance. This can be accomplished through home visits with students/families. Anger Management/Social Skills training could be offered individually or in small groups to students and/or parents by the School Attendance Improvement Team member or Unit IV staff. Students who participate in training would receive credit towards hours missed.

**School Start Time Modifications.** This strategy is used specifically at the Secondary Level and is designed to help students begin their school day with success. School schedules are modified on an individual basis to reflect a 9:00am start time. Students would continue to carry a full schedule of six classes. A later start time will alleviate issues related to family care, bus schedules and getting behind in classes. Schedule changes would be completed by students' academic counselor upon approval by student and their guardian.

**Homework/Classwork Recovery.** Each campus will need to develop strategies for allowing students opportunities to make up lost work due to absences.

**Academic Credit Recovery.** The Counselor will be the point person who informs the Attendance Improvement Team of current credits/graduation plans. No va Net curriculum will be used specifically at the Secondary Level and is designed to help students gain credits lost.

**Public Service through the individual schools.** This might include making posters, bookmarks, slogans promoting the top reasons to get to school on time and staying in school. Writing an essay on the benefits and/or strategies for attending and achieving in school. Each activity completed could be used as credit towards time missed.

**Closed Lunch** for students with continual absenteeism/tardiness. Time in closed lunch would be credited towards time missed.

**Make up time for hours absent/tardy.** For every hour a student attends they receive credit against time missed.

**After School Tutoring.** Students who attend after school tutoring receive credit for time missed with the added benefit of getting help with missed work or with studies.

**Extensive Improvement Provisions.** Extended Improvement provisions include providing morning/afternoon support and transportation services to individual students who need encouragement, support and temporary transportation.

**Before and After School Detention, Thursday School & Saturday School.** Students would also have the option of making up for time missed using traditional detention. Students should not be given more time than what they have accumulated in absences.

## Attendance Procedure Guidelines

# Excused Absences	Procedure for Excused Absences
1-3	Secretary notifies parents
4	Secretary notifies parents and requests doctor's note if 4 consecutive absences. Warning Letter after 4 absences w/o note.
5	Attendance Improvement Team member sets up conference/home visit with parent/guardian.
8	Attendance Improvement Team member sets up conference with building Attendance Intervention Team, student and family. A doctor's excuse will be required for additional absences.
9+	Continued outreach with Attendance Improvement Team member. Coordination with Social Worker, Dean, Counselor, family & student.

# Unexcused Absences	Procedure for Unexcused Absences
1-2	Secretary notifies parents & Attendance Improvement Team member.
2	Secretary sends letter to parents/guardian regarding unexcused absences.
3	Attendance Improvement Team member sets up conference/home visit immediately following 3 <sup>rd</sup> unexcused absence.
5	Attendance Improvement Team member sets up conference with building Attendance Intervention Team, student and family.
7	Building Attendance Intervention Team will refer student to PBIS or BST teams. 7-14 continued outreach provided.
10	Continued outreach with Attendance Improvement Team member. Information forwarded to District Attendance Improvement Coordinator to initiate referral to the Regional Office of Education Abolish Chronic Truancy (ACT) program.
15+	Referral to Dean/Administrator for disciplinary action as truancy issue.

# Tardies	Procedure For Tardies
1-3	Secretary notifies parents
4-7	Attendance Improvement Team member sets up conference/home visit to determine reasons and formulate strategies.
8	Attendance Improvement Team member will refer student to building Attendance Intervention Team to formulate strategies.
9-12	School Attendance Intervention Team will refer to PBIS or BST teams for additional interventions and support.

## **ATTENDANCE PROCEDURES**

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### **THE PROCESS BEGINS**

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#### **SECRETARY**

- Will print out daily attendance report and distribute to Attendance Improvement Team member or Student Service Coordinator.
- Will call parents and inform them of their student's attendance using information from the daily attendance reports.
- Will encourage parents to send a note from a doctor with the student upon returning to school when student absences exceed 4.
- Will document information from parent conversations on a conference call log.
- Will inform the Attendance Improvement Team member or Student Service Coordinator if students are reported truant by their parent/guardian.
- Will immediately and appropriately code attendance in pentamation after receiving information from parent, student, teacher, Attendance Improvement Team member, Dean/Administrator, or Student Service Coordinator.
- Will send out warning letter to parent/guardian after 2 unexcused absences or 4 excused absences per quarter.
- Will conference with Attendance Improvement Team member or Student Service Coordinator and have them sign the warning letters before mailing them.
- Assist Attendance Improvement Team member or Student Service Coordinator in creating monthly attendance breakdowns from the datamarts focusing on ethnicity and socioeconomic status.
- Will send out a warning letter to parent/guardian after 2 unexcused absences or 4 excused absences per semester.

## **ATTENDANCE IMPROVEMENT TEAM MEMBERS**

### **EXCUSED ABSENCES:**

- Will call parents and setup a conference with them immediately after the **5<sup>th</sup> excused** absence per semester.
- Will continue to provide Improvement services as needed.
- Will notify the building Attendance Intervention Team if student has 8 excused absences for coordination of services with student and family.
- Will continue to provide Improvement services as needed.
- Will attend building Attendance Intervention Team meetings for coordination of services to student and family.

### **UNEXCUSED ABSENCES:**

- Will call parents and setup a conference with them immediately after the **3<sup>rd</sup> unexcused** absence per quarter.
- Will provide continued Improvement services to identified students as needed.
- If student has **5 unexcused** absences, will attend building Attendance Intervention Team meeting to coordinate services for student and family.
- Will continue to provide Improvement services to identified students.
- If student has 7 **unexcused** absences Attendance Improvement Team member will attend building Attendance Intervention Team meeting to discuss referral consideration to PBIS or BST teams to formulate alternative interventions, which may also include referral to community resources.
- Will continue to provide Improvement services to identified students as needed.
- Will notify District Attendance Improvement Coordinator when student reaches **10 unexcused** to initiate referral to the Regional Office of Education Abolish Chronic Truancy (ACT) program.
- Improvement would continue through the **14<sup>th</sup> unexcused** absence at which time Attendance Improvement Team member will notify Dean/Administrator about need for disciplinary referral.

## **OTHER DUTIES:**

- Will check and have corrections made from daily attendance report by 4:00 pm every day.
- Will encourage parents to send a note from a doctor with the student upon returning to school when the student exceeds 4 absences. The Attendance Improvement Team member in coordination with Deans/Administrators will require a note from the doctor after 7 absences.
- Will document information from parent conversation on the conference call log.
- Will create monthly attendance breakdowns from the datamarts focusing on ethnicity and socioeconomic status.
- Will utilize identified attendance improvement strategies within the school setting as well as in an Improvement capacity to assist students.
- Attendance Improvement Team member will meet bi-weekly to discuss strategies/interventions.

## **TEACHER**

- Will take attendance at the beginning of each period.
- Will document absences in gradebook and in computer. Attendance should be tracked by the teacher so they can see the total amount of absences for a class.
- Will correct attendance in gradebook and computer daily.
- Will inform administration of any student present at school but not present in their class.
- Should make every attempt to contact parents of students who miss too much of their class.
- Will document all contacts with parents.
- Will assist with attendance interventions and support attendance incentive programs.

## **PRINCIPAL**

- Will hold Attendance Improvement Team member/Student Service Coordinator accountable for following attendance improvement guidelines.
- Will hold Attendance Improvement Coordinator accountable for coordination and monitoring of Attendance Improvement Team interventions.
- Will hold teachers accountable for following attendance improvement guidelines.
- Will hold the attendance secretary accountable for following attendance improvement guidelines.
- Will foster improved attendance by making sure the school climate is positive and productive.
- Will monitor attendance data and challenge the building Attendance Intervention Team with developing strategies to improve attendance for identified target groups.
- Will develop and implement an attendance improvement incentive program.
- Will share attendance improvement initiatives at principals' meetings.
- Will ensure that monthly attendance breakdowns from the datamarts are created and analyzed focusing on ethnicity and socioeconomic status.

## **PRINCIPAL SUPERVISORS**

- Will hold principals accountable for following attendance improvement guidelines.
- Will hold principals accountable for ensuring that monthly attendance breakdowns from the datamarts are created and analyzed focusing on ethnicity and socioeconomic status.
- Will review monthly attendance breakdowns from the datamarts from each supervised campus and monitor principal progress towards addressing any discrepancies.



## **ADMINISTRATOR FOR SPECIAL PROJECTS**

- Will chair Attendance Improvement Committee that will meet monthly.
- Will monitor and assist principals as they implement attendance improvement guidelines.
- Will hold principals accountable for ensuring that monthly attendance breakdowns from the datamarts are created and analyzed focusing on ethnicity and socioeconomic status.
- Will review monthly attendance breakdowns from the datamarts from each campus and assist principals as they implement strategies to meet the target.